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ABSTRACT

The guide provides planned career education information outlining the scope and sequence of activities in order to assist teachers in giving students many "hands-on" experiences. Presenting the primary and intermediate career education curriculum material in a single volume facilitates program articulation. For both the primary and intermediate level, individual presentations include the career education concept which is being taught, the developmental objective, the behavioral objective, related subject areas, learning activities, and resources and materials. The career education activities at the primary level were selected to coordinate with seasonal activities and are flexible enough to be used for average, gifted, and educable mentally retarded students. The intermediate units are ideas to be expanded upon using individual innovative procedures. The supplementary volume includes additional materials, presented in the same format as the main volume, which were developed by teachers and classroom-tested. (AG)

ED101196

Lorain City Schools
CAREER EDUCATION
LORAIN, OHIO

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K-6 Curriculum Guide

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CAREER EDUCATION MOTIVATION ACTIVITY GUIDE

(K-6)

LORAIN CITY SCHOOLS

LORAIN, OHIO

SEPTEMBER 1973

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Career Education Motivation Coordinators

Joyce Antolik
Lula M. Beatty
Rheba Flowers

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FOREWORD

This Career Education Activity Guide has been prepared to provide planned Career Education information outlining the scope and sequence of activities, in order to assist teachers in giving students many "hands-on" experiences.

Great emphasis has been placed upon acquainting the children in the Elementary Schools with the Career Education Development Program, as well as correlating the activities with the subject matter areas, and expanding the emphasis on parent and community involvement.

Combining the primary and intermediate Career Education Curriculum material into a single volume enables each teacher in the Elementary School to know what is taught in each area, therefore, giving him the opportunity to plan with other teachers of a particular grade level, related learning experiences whenever appropriate. Hopefully, this will give all the students adequate and broader experiences with little repetition.

Teachers are encouraged to use this guide as a major resource in helping to develop a dynamic classroom program for the boys and girls of the Lorain City Schools.

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INTRODUCTION

Childhood is a time to grow----in all directions. We hope that the career ideas presented within these pages will be a stimulus to that growth.

In order to make sure Career Education is stressed each month, we have arranged the activities to coincide with monthly events. Thus, those career ideas for September will coincide with those happenings belonging especially to September.

The seasonal mini-units have materials included that are flexible enough to be used for average, gifted, and EMR students. We suggest you use these materials as a part of the on-going class activities. We hope to promote creativity and flexibility in the school's curriculum to insure all the youth in the career motivation program an awareness and appreciation for the dignity of work.

Hopefully, a special effort by everyone involved will help build that better today for a better tomorrow.

COMMITTEE

Darlene Pienta

Betty Kachur

Ruth Roden

Lula Beatty

"Cheaper By The Dozen"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of work performed by family members and others in the home.

Behavioral Objective: The child will be able to classify household tasks according to who does them.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	What makes up a family? What are responsibilities of members? Why should they work together? What does a family do together? Is a pet part of the family? What is father's job? What must he do for the family? a. What are his needs? b. What are his responsibilities? What tools does he use at work and at home? What is mother's job? What must she do for the family? a. What are her needs? b. What are her responsibilities? Does she work outside the home? What are her tools outside the home? What is her job at home? What are her tools to use at home? Why must the parents work? Can the children work, too? Count mother's jobs then father's. Make a list of them. Discuss what families do with only one parent. Why are families different? Why are families alike? Write stories on fathers, mothers or family. Find pictures of adults at work.	Film: "Why Fathers Work" B-469 14 min B/W (LCCC) Career Education Office offers a list entitled, "The Wonderful World of Work," in which can be found, "What Else Do Fathers Do?" and "Just What Do Mothers Do?" Pupils in grades 4-6 can be adapted for primary. Genoyer-Geppert Publishers

"Cheaper By The Dozen"

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Behavioral Objective: The child will be able to classify household tasks according to who does them.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Make collages about families. Make collages of people at play with their families. What is a good family? Does a family need a father, a mother, a pet? Make experience charts. Role play. Bring in work clothes from different occupations. Utilize parents--ask them to share their ideas with the class about various jobs. Discuss where families live. Can a family have fun? Are other relatives part of the family?	

"Who's That Knocking At My Door?"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To develop an awareness of interests and abilities.

Behavioral Objective: Given a situation where he can engage in activities, the child will be able to compare his interests and abilities with his peers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts Social Science	Discuss what makes people different: A. Appearance 1. Make pictures of self image. 2. Use a mirror. 3. Make silhouettes. B. Personality C. Voice Game--(Who's That Knocking At My Door?) Child hides face and another child tries to disguise his voice and the hiding child must guess the person. Child with covered eyes says, "Who's That Knocking At My Door?" In a disguised voice, the child says, "It Is I." D. Feelings Write a story, "How I Feel When______." or use a game.	Duso Kit
	Discuss why the child comes to school.	Film: (A-640) "Beginning Responsibility, Getting Ready For School," (LCCC) 11 min. B/W
	Discuss child's abilities. A. What makes a good **listener**; thinker? B. What makes for a good appearance? C. What makes a good doctor; teacher; etc.?	A-332 "Responsibility At School" 11 min. B/W (LCCC)

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts Social Science	Discuss occupations. A. Pros--why would you choose to be a nurse? B. Cons--why would you choose not to be a nurse?	
Art & Math	Have child trace himself on cardboard. Measuring could be initiated. Decorate as to various vocations.	
	Use cut-out cardboard figures and role play employee-employer concept. A. Blue Collar Workers B. Skilled Laborers C. Professionals	Tape Recorder
Language Arts	Discuss what employer would look for in an employee.	
	Bring in various parents, etc., with different (on jobs already discussed) job occupations.	Parents
Art	Picture of people working that child would like to be.	Art supplies
	Chart story about why people are different--emphasize vocabulary.	

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Behavioral Objective: Given a situation where he can engage in activities, the child will be able to compare his interests and abilities with his peers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Chart story about why people choose different jobs. Write stories about various jobs stressing "layman's terms".	

"73-39-56 Hike"

Concept: Work means different things to different people.

Developmental Objective: To show the child that football is not only a sport for entertainment, but also a vocation. To further the child's understanding that working effectively towards a goal will bring satisfaction and enjoyment.

Behavioral Objective: After in-depth research, the children will understand that football is not only a game but also a profession, and be able to cite other examples of games that become exciting careers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss sports.	
	A. What makes a good athlete?	
	B. What makes a good fan?	
	C. Why do people participate in sports?	
	Discuss what jobs are needed to make a football team, (manager, coach, referee, trainer, doctor).	
	Discuss various responsibilities of the players in their various positions.	
	Discuss game:	Speaker: Al Harper, Representative The All American Company
	A. Rules	
	B. Sportsmanship	
	C. Strategy	
	D. Team work	
	Invite a high school football player, with equipment, to visit and explain game to class.	High School Player Pictures pertaining to football and football equipment

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Behavioral Objective: After in-depth research, the children will understand that football is not only a game but also a profession, and be able to cite other examples of games that become exciting careers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Role Play.	
	Experience stories by themselves or together.	
Art	Pictures of football.	
	Collages of football pictures, words, etc.	Teachers use only.
Language Arts	Read books, view films and filmstrips.	Films: "Blocking In Football" A-47 B/W (J-H) "Football: Throwing On The Run" (STF.-6) 11min B/W "Football: Defensive Line Play" (STF.-5) B/W (J-H) "Interior Line Play" (STF-7) 11 min B/W (J-H) All films from LCCC
	Write Thank You note to football player.	
	Write a football team.	

"Pickin' Time"

Concept: People have many kinds of careers.

Developmental Objective: To develop an understanding and appreciation of the special skills and working habits of the orchard worker.

Behavioral Objective: Providing a "Hands On" experience as to growing and harvesting of apples, students will be able to explain the process used by the orchardist in growing apples.

Related Subject Areas	Learning Activities	Resources and Materials
	Discuss the season of autumn.	
Science	A. Different colors of trees	
Language Arts	B. Trees losing leaves	Poem--Trees by Joyce Kilmer
	C. Sounds	Film: "From Blossom To Fruit" (LCCC) "Apple Tree" BC-296 (LCCC)
	D. Animals	"Legend Of Johnny Apple Seed," BC-207 LCCC
	E. Weather	"Let's Visit A Tree Farm," AC-687 (LCCC)
	F. Clothing	
	Discuss what grows in autumn.	
	Discuss harvesting and growing of apples.	Visit apple orchard
	Discuss uses of apples.	
	Show pictures of harvesting.	Porter, "The Miracles Of Apples" Apple Institute U. S. Dept. of Agriculture.
	Use vocabulary for harvesting and growing fruits when showing various pictures.	Encyclopedias, books, etc.

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Related Subject Areas	Learning Activities	Resources and Materials
Art	Draw apple trees and pictures relating to fall.	Film: "Learning About Seeds" (LCCC) A-576
Science	Plant apple or other seeds in the classroom.	
Language Arts	Use experience charts.	
	Have an "Apple" Party	
	A. Bob for apples	
	B. Balance the apple	

"The Names Have Been Changed To Protect The Innocent"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of the many duties of the policeman and the contribution he makes to society. To respect the policeman as a friend and helper.

Behavioral Objective: The child will be able to discuss several duties of the policeman and explain why he is our friend.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Discuss policeman's job. Show class pictures. Invite a policeman to speak to the class. Visit a police station. Talk about policeman's duties, uniform, and equipment. Discuss policeman's life--what is he like at home? Why does he protect people? Why is he "our friend? What is his salary? Does he need to go to school?	Films: "The Policeman" A-380 11 minutes-B/W (LCCC) "The Policeman and His Job" B-290 (13 min. B/W) (LCCC)
Art	Make pictures of a policeman on various jobs. Write stories about his duties. Use police terminology for spelling. Make policemen's hats and badges. Discuss police cars and their use.	
Math	Keep a record and figure out how many days or hours a policeman works in a month. What is good about being a policeman? What makes a policeman's job a difficult one?	
Health & Safety	Make pictures of police cars. What are some safety rules?	

"How Much Is That Doggie In The Window?"

Concept: Work means different things to different people.

Developmental Objective: To observe National Dog Week and to discuss the responsibility in having a pet.

Behavioral Objective: Through role playing and story writing, the child will demonstrate that a dog is a large responsibility with human needs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Have class talk about pets. A. What makes a good pet? B. What is a pet for? 1. enjoyment 2. protection 3. responsibility C. What care does a dog require?	Film: "A Boy & His Dog" AC-704 (P-I) 11 min. color (LCCC) Film: "What Is A Dog?" "Friskie Grows Up" AC 636 (9 min. color)
	Write stories and illustrate: A. Real stories about pets the child owns. B. Pretend stories about pets child would like to own.	
	Find magazine pictures about pets.	
	Professions concerning pets: A. Vet B. Dog Raisers C. Dog Trainers	Visit an animal clinic.
	Experience charts using terminology.	
	Does A Dog Have Emotions?	
Social Science	Growth of dog can be explained.	
Language Arts	What does a dog eat and how much?	
Math	Discuss size and weight of dogs. Are they all the same?	
Language Arts	Discuss differences in shapes, temperment, color, fur, etc.	
Math	Discuss similarity and differences of humans and dogs.	
Art	Make pictures of dogs.	

"Firemen"

Concept: Every occupation contributes to society. Careers require different knowledge, abilities, and attitudes.

Developmental Objective: To acquaint the child to the world of work of the fireman and the contributions he makes to the community. To learn about the various people who serve the community.

Behavioral Objective: After a field trip to the fire station, the child will be able to identify at least three areas in which the fireman has caused a change in the community.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Talk about the people at the fire station.	"Fire Department Helpers"-SVE Study Print Set from Career Education Office (Brownell)
	Ask the following questions for motivation. A. What is the job of a fireman? B. How does he help the community? C. Who tells him what to do? D. What kind of training is required? E. Is it a good paying job? F. Is it rewarding to the self? G. What do firemen do when there is no fire?	
	Do numbers 1 and 2 then invite a fireman to the classroom. Visit a fire station and re-discuss the questions. See if children's ideas were on target.	Film: "The Fireman" A-161 11 min. "Firehouse Dog," AC-711 10 min. color from LCCC
	Write experience stories about the trip and visiting firemen.	Trip to fire station and/or have firemen come with equipment to

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts		show and demonstrate.
	Role playing, (Using cardboard posters), see "Me, Myself, I" Unit 5	Library books: All About The Firemen; Fire engines; Fire dogs, etc.
	Draw various pictures of firemen and fire chief.	
	Make up a story on a chart using many ideas and vocabulary about the fireman.	
Art	Make fireman's cap.	
	Make fire prevention posters.	
	Bulletin board display.	
	Make fire trucks.	
Social Science	Discuss the duties and responsibilities of firemen in the past, present, and the future.	Books: The Story Of An Old Fire Engine by H. Gramth The Little Fire Engine by Lois Lenski

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Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Discuss fires in the country.	
Math	Ask fireman how many fires are fought in a month.	The Country Fireman by: F. Beim
	Discuss working hours of firemen.	
	Discuss number of days worked by fireman.	
	Discussion on how child can help prevent fires. Follow up. Fire Prevention Week along with safety rules at home and at school. a. Fire Prevention Slogans b. Fire Prevention Posters	

"Ghosts And Goblins"

Concept: Occupations exist for a purpose.

Developmental Objective: To understand that occupations develop due to holidays.

Behavioral Objective: Students will demonstrate an understanding of the above concept through cooperative construction of holiday costumes.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss holidays--relate to Halloween. Discuss what children do at Halloween. Review its real meaning. Talk about safety precautions. Discuss who protects us. Review the fireman's job. Review the policeman's job.	Halloween stories to be read.
Art Language Arts	Make costumes while discussing various jobs. Talk about helping others when making costumes. (Maybe one child is better at sewing than another and another better at cutting, etc.). Tie in that this is the same as in the adult world of work. Talk about safety when working on costumes. Talk about meeting strangers. Discuss manners. Discuss going with older persons/and what to do if a child gets lost. Have a Halloween Party.	

"Wide, Wonderful World Tours"

Concept: Work means different things to different people.

Developmental Objective: To develop an awareness that many jobs have been created to perform services for the pleasure and leisure of others.

Behavioral Objective: Students will be able to identify the workers in a travel agency and explain their various jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss the information that the first travel agency was formed during the month of November (Cook Agency).	
	Discuss the various jobs connected with traveling. Interview some resource people.	Travel Agent, Restaurant Owner, Waiter, Waitress, Motel or Hotel Operator, Sightseeing Bus Operator, Tour Guide, Gift Shop Workers, Travel Agencies, AAA.
	Ask a travel agent to visit the classroom. Have them explain how an agency gets started. What does the agent do?	
	Plan an imaginary trip with the agent. Keep a travel log.	
	Visit a travel bureau.	
Social Studies	As children study about life in other countries, or cities and states, let them pretend to be travel agents. They should find out all they can about these places. Set up a travel agency and report about their place, after choosing a favorite one.	Social Studies Text. Travel Brochures. Films and filmstrips. Photographs.
	In a study of the community, discuss occupations which depend upon tourists.	

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Developmental Objective: To develop an awareness that many jobs have been created to perform services for the pleasure and leisure of others.

Behavioral Objective: Students will be able to identify the workers in a travel agency and explain their various jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Make a study of local city and make posters of interesting features to encourage trips. Plan a field trip of the city. What occupations exist in your city because of tourism?	Post Cards
Math	Plan an itinerary of a trip. How far is it? How many days will it take? How much will it cost? Keep an expense account. Compare many tours to see which tour offers the most. Compare costs. Cut out travel ads from newspaper.	
Language Arts	Write letters or post cards describing daily activities. Prepare brochures. Role play meeting of friends upon return from trip and describe the trip. Ask children to tell about real trips.	
Art	Make scrapbooks and posters about travel. Murals and other art work.	

"Hot Cross Buns"

Concept: Work means different things to different people.

Developmental Objective: To develop an awareness that there are many people who provide for our daily needs. To learn that work can be creative.

Behavioral Objective: Through role playing, the children will demonstrate that the bakery is not just baking bread but it is a career that offers satisfaction in creativity.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Role-play making a loaf of bread.	
	Field trips to a bakery or flour mill.	DeLuca's Bakery. Millbrook Bread Co., Cleveland
	Prepare experience chart concerning field trip or steps in making bread.	
	Learn definitions through classroom discussion.	LCCC Films A-56 (p. 60) "Bread"
	baker bakery dough bread flour loaf loaves	
Science	Have children study grain; Mill grain. Discuss the fact that flour is used for baking goods.	
Math	Provide a baking experience, such as making cookies, pizza, bread, etc. Have children experience kneading bread. Children will have to know measurement, temperature, etc.	

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Behavioral Objective: Through role playing, the children will learn that the bakery is not just baking bread, but it is a career that offers satisfaction in creativity.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Construct a model bakery with the necessary tools and equipment.	Tools: Rolling Pin Cookie Cutter, etc.
	Make bakers' hats, jackets, and aprons.	
	Ask a resource person to show how cakes and cookies are decorated.	Decorator
Music	"Mr. Baker."	American Singer, Book One American Book Co.
	"Get Up And Bake Your Pies."	Making Music Your Own--Book One Silver Burdett
Social Studies	Let the children show points on the map where the ingredients used in baking are located.	Maps Globe
Reading	Read books concerning baking.	Greene--I Want To Be A Baker Chicago: Childrens Press Burt--Let's Find Out About Bread (1-3) McMillan--How Bread Is Made Bread: Encyclopedia Britancia Films

"Make Mine Chocolate, Please"

Concept: Occupations exist for a purpose.

Developmental Objective: To help the child understand the many kinds of jobs and workers necessary for the production of milk.

Behavioral Objective: Given classroom discussion, the child will be able to identify the process used in getting milk from the cow, to the dairy, to the home.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Plan a field trip to a dairy.	Field Trip to: Lorain Creamery
	Prepare expreience chart concerning trip.	"Dairy Farm" "Seidel Farm" "Dairy Product" Delivery K-3 series "The Wonderful World Of Work" Career Education Office Brownell
	Study Charts.	
	Observe films and filmstrips.	B-513 (p. 12) Milk & Milk Foods A-317 (73,74) Milk Level P-J B/W Lorain Curriculum Center LCCC
	Prepare scrapbooks, folders, etc. concerning dairy and dairy products. Churn butter; serve with crackers.	Magazines, newspapers National Dairy Council for materials
	Write creative stories concerning milk, cheese, ice cream or other dairy products.	Filmstrip and record "Dairy Farming and Milk Distribution." CEP
	Discuss all the jobs connected with the dairy industry.	
	Interview people.	Truck driver Milkman Dairy farmer Workers in dairy Cheese maker

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Related Subject Areas	Learning Activities	Resources and Materials
Art	Prepare model dairy farm. Use milk cartons.	
Reading	Read stories.	Books: My Friend The Cow National Dairy Council All Kinds Of Cows Dadd, Madeline Let's Go To A Dairy Goodspeed, J.M.
Health	Discuss how clean the dairy and the farm has to be and why.	
Science	Discuss the pasteurization of milk; why it is necessary?	
Math	Have students save milk cartons, clean them and use them in sets and set concept. Prepare old fashioned ice cream using hand freezer. Stress measurements.	Milk cartons Spoons Hand Freezer Measuring Cup Spoons Ice Cream Recipe

"The Printed Word"

Concept: Work means different things to different people.

Developmental Objective: To develop a broader knowledge of the careers related to the publishing field.

Behavorial Objective: Given a group discussion, the child will be able to list at least five jobs related to the publishing field.

Given a period of time, the child will be able to research the education, skills, and opportunities involved in printing books, newspapers and magazines.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss books and writers. Where do they get their ideas?	
	Have children make their own books.	Typewriter
	Films.	Films: "Poetry For Beginners" A-379 LCCC Primary 11 min. B/W
	Discuss jobs connected with publishing: publishing companies writers artists painters copy readers book stores book binders	
	Set up a publishing company in the classroom and delegate various jobs to children and prepare a book.	
	Become authors by writing stories to picture books.	

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Developmental Objective: To develop a broader knowledge of the careers related to the publishing field.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Visit a newspaper to find out about the workers who produce it.	Lorain Journal
	Prepare a booklet, People Who Write, include poets, fiction writers, textbook writers, TV writers, etc.	
	Each child selects a book he likes and tells who the author is, who illustrated it, and who published it.	
	Let the children use tape recorders to dictate stories for book of short stories.	Tape recorder
	Field trip to Lorain Printing Company.	Lorain Printing Company
Art	Prepare dioramas of books, plays or puppets about a favorite author's books.	
	Make show and tell shadow boxes.	Boxes
	Decorate walls or doors with collage of cutouts of characters from books.	

"The Printed Word"

Concept: Work means different things to different people.

Developmental Objective: To develop a broader knowledge of the careers related to the publishing field.

Behavioral Objective: Given a group discussion, the child will be able to list at least five jobs related with the publishing field.

Given a period of time, the child will be able to research the education, skills, and opportunities involved in printing books, newspapers and magazines.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Book Trading Post. Have a corner of the room set up as a trading post. A trader tells just enough about a book so that someone else is interested in reading it. The person who wants it must in turn interest the trader in reading another book.	

"Supermarket"

Concept: Occupations exist for a purpose.

Developmental Objective. To help children become aware of varied jobs and their importance in a supermarket. They will become aware of the jobs that contribute to their holiday meal or any other meal.

Behavioral Objective: Given role-playing situations, the child will be able to identify the various jobs performed to meet his daily needs concerning food and health.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Class discussion of a supermarket. Questions for discussion: 1. Who are the people who work in the supermarket? 2. What do you have to know in order to work at the market? 3. What kind of manners are needed by the grocer?	Filmstrips and cassettes: "Supermarket Workers" K-3 Series "The Wonderful World of Work" Recorder #60003 Denoyer & Geppert Career Ed. Office
	Interview a worker from the supermarket.	Grocer, Stock-boy Check-out-clerk
	Field trip to supermarket. After visiting a supermarket, set up a store in the classroom, doing jobs associated with the store.	Film: "The Food Store" AC-172 Primary 13 min. color 1958 (LCCC)
	Role-play a job which is associated with the supermarket. Ask children to guess which job child is acting out.	SVE Picture Story Study Print Set: Supermarket Helpers:
	Read stories about people who raise, process, and transport foods.	Packaging Produce Stocking Shelves Serving Produce Customer Store Dairy Manager Preparing Meat
	Write original stories and poems about experiences to a supermarket.	

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Behavioral Objective: Given role-playing situations, the child will be able to identify the various jobs performed to meet his daily needs concerning food and health.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Bring in a live turkey to the classroom. Invite a turkey raiser or poultry farmer to speak.	
Music	"Five Fat Turkeys"	The Magic Of Music, Book One Ginn.
	"The Vegetable Man'	The American Singer-1 American Book Company
	"Thanksgiving Day"	American Singer, Book One American Book Company
	"Pumpkins"	" "
	"Gobble"	" "
	"At Market"	" "
	"The Grocery Store"	" "
	"The Rooster"	" "
	"The Duck"	" "
	"Oats, Peas, Beans And Barley Grow"	Making Music Your Own, Book One Silver Burdett Other resources. Books from school library.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts		Supermarket Helpers: Customer Service Checking out an order Unloading products
	Ask each pupil to select a food product and trace its production naming the workers who helped produce it. Could make a booklet.	
	Make a dictionary book of new words that were learned in the unit.	Cassette: Getting To Know The Supermarket; Career Ed. Office
Math	Check grocery prices in ads from stores. Print own ads for room supermarket.	
	Learn and use liquid measures and weights.	Scales
	Play "Supermarket" with play food and play money.	
Art	Puppets used to illustrate what the workers do in relation to his job.	
	Make a poster of the supermarket workers' departments.	
	Posters of places where food is grown and	

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Related Subject Areas	Learning Activities	Resources and Materials
Art	how it is shipped to the supermarket.	
	Display art facts that concern foods especially at Thanksgiving time: turkeys, (pictures or models) pumpkins, etc.	Films and filmstrips
Health	Discuss how important good food is for our well being.	

"Come To The Party"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of the many job opportunities involved in governmental functions.

Behavioral Objective: 1. Given an opportunity to take part in mock activities, the child will be able to demonstrate the functions of government.

2. Given ideas in community problems, the child will be able to discuss and solve the problems using the methods provided by government and good citizenship.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Role play government workers and officials: City Clerk, Mayor, etc.	
	Visit city offices. Visit City Hall.	
	Discuss and construct chart concerning various parts of government. Executive. Judiciary. Council Members.	
	Interview people from each department of government.	
	Discuss rules, voting, leadership, in city and in school.	Film: "Good Citizens" A-524 10 min. B/W "Our Community" AG-347 11 min. Color
	Invite members of student council to talk about school duties; question and answer period.	
	Reinforce values and attitudes, which are necessary for our democratic system to function, by reading stories of people in political life.	Books
	Discuss voting in our country.	
	Interview people from the Board of Elections.	
	Observe model voting machine or the regular machine if available.	

"Come To The Party"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of the many job opportunities involved in governmental function.

Behavioral Objective: 1. Given an opportunity to take part in mock activities, the child will be able to demonstrate the function of government.
2. Given ideas in community problems, the child will be able to discuss and solve the problems using the methods provided by government and good citizenship.

Related Subject Areas	Learning Activities	Resources and Materials
	Conduct a mock campaign and election.	
	Make posters, prepare speeches, have an important issue concerning the classroom.	
	Follow election news through the newspaper and T.V.	Newspaper T.V.
	Choose a public service job and report on the preparation and duties of the occupation.	

"Artists At Work"

Concept: Individuals differ in their interests, abilities, and values.

Developmental Objective: To develop an appreciation for art, and to acquaint the child with various art materials.

Behavioral Objective: Given a list of art activities, the child will be able to select working with the media he enjoys the most.

Given a definition of art, the child will further investigate all phases of art from fine arts, architecture, pop art and many other forms.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Interview school artist (instructor) or commercial artist.	
	Send for information concerning art. Free information.	American Artists Professional League Room 804 112 East 19 Street New York 10003 N.Y. (enclosed self-addressed and stamped envelope)
	Discuss and investigate various kinds of art, and various media used.	
	Field trip.	American Crayon Co. Cleveland Art Museum
Art	Present an art festival with all children in class making contributions.	
	Make cartoons and prepare a cartoon booklet.	
	Make cover designs for scrapbooks or class books.	
	Design and print sets for programs.	

"Artists At Work"

Concept: Individuals differ in their interests, abilities, and values.

Developmental Objective: To develop an appreciation for art, and to acquaint the child with various art materials and careers in art.

Behavioral Objective: Given a list of art activities, the child will be able to select working with the media he enjoys the most.

Given a definition of art, the child will further investigate all phases of art from fine arts, architecture, pop art and many other forms.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Illustrate a favorite book.	Films: "Art And You" AC-21 Primary 11 min. Color
Reading	Read stories about great painters and artists.	"What Is Art?" AC-494 Primary 6 min. color
	Examine books on art.	See LCCC Catalog for listings for Art Primary 4
Art	Make a scrapbook containing pictures of various architecture.	
	Using a camera, prepare a scrapbook or a slide presentation of various works of art.	Camera, Slide Projector, Tape Recorder

"We Fly Through The Air With The Greatest Of Ease"

Concept: There is a wide variety of careers which may be classified in several ways.

Developmental Objective: To develop an understanding of the many categories of air transportation and the job requirements of people involved in air transportation.

Behavioral Objective: Given a group discussion, the child will be able to classify the many categories that air transportation includes such as services, science, exploration, rescue work and many others.

Given a role playing situation, the child will be able to show the job requirements of people involved in air transportation.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss vehicles that fly: Planes Helicopters Space ships Cargo ships, etc.	
	Field trip and resource people.	Hopkins Airport
	Gather information concerning jobs involved with air transportation.	Burke Lakefront Airport
Reading	Read stories concerning planes.	Helicopters and Gingerbread Ginn 360 Series Greene, Carla, I Want To Be A Pilot Chicago: Children's Press 1957
Social Studies	Find information about the Wright Brothers.	
	Trace the history of air transportation.	
	Trace history from the first flight(at Kitty Hawk) to the flight to the moon.	

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Behavioral Objective: Given a group discussion, the child will be able to classify the many categories that air transportation includes such as services, science, exploration, rescue work and many others.

Given a role playing situation, the child will be able to show the job requirements of people involved in air transportation.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Read and discuss stories about an airplane and airport workers such as captain, pilots, radioman, stewardess and stewards, mechanics, etc.	
	Films	BC-16 "An Airplane Trip By Jet," P-1 11 min. color BC-15 "Airport In The Jet Age," P-1 11 min. color Brownell Center
	Dramatize jobs of different airport workers.	
	Use earphones--let children pretend or role play talking to each other on the radio--pilot to control tower, etc. This can be tape recorded so that the children can hear it.	Tape Recorder
	Game called "Match Up". Match people and their jobs. "What's My Line?"	

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Behavioral Objective: Given a group discussion, the child will be able to classify the many categories that air transportation includes such as services, science, exploration, rescue work and many others.

Given a role playing situation, the child will be able to show the job requirements of people involved in air transportation.

Related Subject Areas	Learning Activities	Resources and Materials
Science	Fly balloons to show how air helps things stay up.	Balloons
	Make a wind sock to determine wind direction.	
	Make a parachute out of napkins and strings. Attach an object to the parachute. Experiment how air slows the parachute.	
Art	Make class picture scrapbook concerning planes and various jobs.	
	Draw mural starting with flight at Kitty Hawk to todays Skylab, showing progress in air transportation.	
	Make the various hats used by "air" workers. Use as bulletin board display or in "What's My Line" game.	

"We Fly Through The Air With The Greatest Of Ease"

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Given a role playing situation, the child will be able to show the job requirements of people involved in air transportation.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Clay models of airplanes and airport workers.	
	Put a model rocket together. Use a paper plate, paper towel roll, paper cup (triangular).	
	Make pictures of moon using sponge.	
Music	"My Airplane."	American Singer Book One American Book Co.
	First flight took place at Kitty Hawk, N.C. in December, 1903.	

"Service With A Smile"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of the various workers involved in the field of merchandise.

Behavioral Objective: Given a group discussion, the child will be able to list the various workers involved in the field of merchandise.

Given a field trip, the child will have the opportunity to experience being waited upon and to interact with the people involved in the stores.

Given a role playing situation, the child will be able to demonstrate the manners needed in assisting customers; show what public relations means.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Visit Midway Mall; observe occupations of sales personnel, security officers, stock boys, manager, window decorators.	Field Trip
	Job description: discuss what jobs clerks and workers do in the store.	
	List the tools of the trade, the working conditions and training required for the job.	
	Role-play shopper and clerk.	Play cash register, bags, paper money, receipt books.
	Encourage children to tell about experiences in selling items for scouts, etc.	
	Invite store personnel to talk to children about hiring procedures, manners, etc.	Resource person
Reading	Research material--newspaper clippings.	
	Pupils may research a product. Set up an attractive seasonal sales window (showcase).	

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Related Subject Areas	Learning Activities	Resources and Materials
Math	Make sales slip with prices to be added.	
	Keep records of the cost of goods.	
Art	Create ads with prices and sales prices.	
	Cut pictures from magazines for ads or displays.	
Language Arts	Write ads for use on radio, TV, or the newspaper.	
	Prepare a booklet on all jobs affiliated with stores.	

"Cold Front----Warm Front"

Concept Education and work are interrelated.

Developmental Objective To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Visit Weather Bureau at Cleveland Hopkins Airport.	Field trips
	Observe the work of meteorologists and the precision instruments used everyday in forcasting weather conditions.	
	Introduce the topic of weather and the jobs available in this area. Prepare a chart. Find or draw pictures for the chart. Examples: meterologists T.V. weathermen	
	On a calendar, let children put up a weather symbol each day to represent the weather conditions.	
	Bring in a weather report from a newspaper and discuss report.	Newspaper

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Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Start a weather booklet--include definitions--weather conditions.	Dictionary Encyclopedia
	Discuss and include in booklet seasonal weather; types of wind; etc.	
	Take a walk around school and observe clouds, weather, and use weather instruments.	Walking Trip
	Resource person invited from airport and weather station to talk to class.	Films: 377-"Play In The Snow" 11 min. B/W
	Write poems and stories.	A-227-"How Weather Is Forecast" 11 min. B/W
		A-558-"Let's Learn To Predict The Weather" 11 min B/W
		A-352-"Our Weather" 11 min B/W
		A-550-"What Ever The Record" 10 min. B/W
		"Wind And What It Does" 11 min B/W

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Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Make a microphone to use in a weather skit. Role play weather reporting.	A-574-"Children In Winter" Primary 11 min. B/W Use weather charts and maps from newspaper.
	Collect pictures from newspapers and magazines for weather book.	
Math	Make weather instruments or secure them to be studied.	Thermometer, hygrometer rain guage, barometer
Science	Experiments concerning weather; make clouds, fog, etc.	
Social Studies	Discuss how weather affects our lives. How do we live; how do we dress; what do we do in certain weather? What kind of sports are played in various kinds of weather?	

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<table>
<tr><th>Related
Subject Areas</th><th>Learning Activities</th><th>Resources and Materials</th></tr>
<tr><td>Social Studies</td><td>Prepare a chart or booklet with headings:
Winter
<table><tr><th>Homes</th><th>Clothes</th><th>Activities</th><th>Sports</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>
Discuss how weather affects food and crops.
How do we protect crops from bad weather?</td><td></td></tr>
<tr><td>Art</td><td>Create cloud pictures.</td><td>Chalk
Cotton</td></tr>
<tr><td>Reading</td><td>Books concerning weather.</td><td>Seven Is Magic
Ginn 360 Series
"A Balloon That Works"</td></tr>
</table>

"Cold Front----Warm Front"

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Related Subject Areas	Learning Activities	Resources and Materials
Music	"The Weatherman."	Magic of Music Book One--Ginn
	"Clouds."	" "
	"Snowflakes."	" "
	"Walking In The Snow."	" "
	"I Am The Wind."	" "
	"Two Little Clouds."	" "
	"Rain-Dance Song."	" "
	"Pichipichi."	" "
	"Winter."	American Singer Book One American Book Company
	"Coasting."	" "
	"The North Wind."	" "
	"A Rainy Day."	" "
	"The Wind Blew East."	Making Music Your Own, Book One Silver Burdett

"A Penny Saved Is A Penny Earned"

Concept: Occupations exist for a purpose.

Developmental Objective: Children will develop an understanding of our economy and the jobs involved in its functions.

Behavioral Objective: Children will be able to list examples of jobs involved in banking. In a role playing situation, children will demonstrate knowledge of money and its uses.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Field Trip.	Lorain National Bank Lorain National Bank Computer Center
	Write experience chart about trip.	
	Discuss the various jobs at the bank and what has to be done in each.	
	Interview people who work in banks.	
	Role play the activities going on in a bank.	Adding machines Typewriters For use in role playing
	Set up classroom bank. Assign jobs to children according to ability. Children will see that certain jobs require special abilities.	Film: "Money And Its Uses" A-320 11 min. B/W "Money Talks" A-321 11 min B/W
Math	Tally daily deposits made by children. Add deposits to savings account.	Adding machines
Art	Prepare deposit slips and bank books.	
	Films	Films: A-370 LCCC A-371 A-626

"Have Suitcase, Will Travel"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the advantages and disadvantages of various methods of travel.

Behavioral Objective: 1. Given the task of preparing charts, the child will be able to discuss the advantages and disadvantages of the methods of travel.

2. Through dramatization, (role-playing), the child will discover what he needs to know in order to be a transportation worker.

3. Given the task of learning vocabulary pertaining to transportation, the child will be able to familiarize himself with transportation jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Make a chart, (picture and word), of as many types of transportation as possible. Make a picture chart of ways of travel in early America. Discuss advantages and disadvantages of early types of travel. Make a scrapbook of travel. Learn the different kinds of jobs needed in the train industry. Learn such words as passenger, freight, conductor, etc. Have a trainman visit the class. Visit the local train depot. Show movies or filmstrips. Dramatize workers on trains. (Engineer, etc.)	"Transportation Around The World," AC-666 11 min Color

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Make train tickets, devise train schedules, weigh baggage, etc.	
	Read and write stories about trains and train trips.	
	Plan an imaginery trip; pack a suitcase.	
Art	Make a travel museum with models of all kinds of transportation.	
	Construct train out of egg cartons and circles.	
Reading	Books on trains.	Greene, Carla Series on, "I Want To Be..."
Music	"I've Been Working On The Railroad."	Music skills for classroom teachers
	"Conductor's Call"	Music for Young Americans
	Record: "Sounds of Transportation"	Peabody Kit
Language Arts	Talk about people who work with boats: what they do and what they are called.	Film: "Boats and Ships" AC-48 11 min color

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2. Through dramatization, (role-playing), the child will discover what he needs to know in order to be a transportation worker.
3. Given the task of learning vocabulary pertaining to transportation, the child will be able to familiarize himself with transportation jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Dramatize some of the work done on boats. Put pictures of boats and ships into categories according to what makes them go: sail engine oars Have someone visit who can tell about boats and ships. Visit a marina or coast guard. Write an experience chart. Make a sailor puppet, either on a craft stick or paper roll or other available material. Have a boat race with homemade sailboats. Discuss difference between boat and ship. Classify ships: work recreation cruise defense	

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2. Through dramatization, (role-playing), the child will discover what he needs to know in order to be a transportation worker.

3. Given the task of learning vocabulary pertaining to transportation, the child will be able to familiarize himself with transportation jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss purpose of lighthouses.	
Science	Experiment what will float and what will not.	
	What makes boats move? (wind, oars, motor).	
	Write stories about family trips taken.	
	Similar activities may be done with other forms of transportation such as buses, cars, etc.	

"000.00 To 999.9"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the work of the librarians and the public service that they perform.

Behavioral Objective: Given a role playing situation, the child will be able to tell about the work of librarians and the public service that they perform.
Given a trip to the library, the child will identify the workers at work and list the various activities librarians must do.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Plan a trip to the public library. Discuss how libraries are alike and different.	Lorain County Community College
	Discuss school library and compare with larger libraries.	Film: "Libraries Are For Sharing" AC-265 11 min. color.
	Interview librarian and other library workers in school, public and college library.	
	Prepare a chart with a list of library rules. Discuss desirable behavior in the library.	
	Role play, let one child be a librarian and another come in and ask for a book.	
	Choose a child to be "Story Lady" and show a book while a record tells the story.	
Math	Set up mock library or utilize room library. Stamp cards with proper dates. Collect and keep record of fines.	

"U. S. PRESIDENTS"

Concept: Careers require different knowledge, abilities, attitudes. A person may be suited for several different careers.

Developmental Objective: To become aware of the role of the President. To develop an understanding that work can become of great importance not only to one individual but to a whole nation.

Behavioral Objective: After viewing films and filmstrips about past presidents, students will be able to contrast and compare the duties of the past presidents with those of our present president.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Make a chart showing the job of the President.	Film: "Special Days In February" (P-I) A-595 (LCCC)
	Make a chart showing hobbies and sports played by the Presidents.	
	List outstanding contributions. (Discuss) Let the children do role playing.	
	Invite students to create crossword puzzles about presidents.	
Reading	Read biographies of George Washington and Abraham Lincoln. Collect pictures from magazines. Label them with the name of the person and an important sentence about each.	Library Books
Social Studies	Historical places in regard to early life. Discuss the job of the president when Lincoln and Washington were president. Compare their work to the work of the president today.	Film: "What's In Virginia?" A-477 (P-J) (LCCC)
Art	Bulletin Board Display.	Use prints Abe Lincoln Field Trip Museum
Math	Compare the salaries of the Presidents. Make the monthly calendar with the illustrations of	Calendar

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Related Subject Areas	Learning Activities	Resources and Materials
Math	holidays and birthdays. Keep track of the passing days.	Calendar

"New Year In February"

Concept: Individuals differ in their interests, abilities, attitudes, and values.

Developmental Objective: To develop an awareness of the cultures of others. To develop an awareness of the interdependence of jobs.

Behavioral Objective: Through research, discussion, and role playing, the student will be able to show the work connected with the Chinese New Year Celebration; the comparison and contrast between the two economic systems (American and Chinese); their dependency on each other; and the occupations involved.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Discussion on History of Chinese New Year: Giving of gifts for friends: fruits, especially oranges, foods, and potted plants. Family Gifts: fabrics and ornaments (money). Dress for the occasion. Discussion: Why every Chinese is expected to pay all debts before the New Year Celebration. How jobs are connected with all items mentioned. Why they will not use a sharp knife or tool on this day?	Booklet from La Choy Food Products
Language Arts	Teach class in Chinese Language, "Happy New Year" (gung hoy fet toy). Read stories to class.	Library: Hai Yin, The Dragon Girl Harcourt 1970 The Dragon Liked Smoked Fish Seabury Press, 1967 A Chinese Year Lippincott, 1970

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Define and discuss the phrases Chinese write on red strips of paper: prosperity good health happiness wealth longevity	
	Invite the proprietor of a Chinese restaurant in to prepare a meal or prepare a Chinese food in the classroom.	Proprietor of Chinese Restaurant
Science	Discuss and learn about the Chinese Zodiac sign. Find out about the "Year Of The Rat." Plant or bring in the favorite flower (narcissus).	
Math	Read to find out about the three times a year the Chinese have to pay their debts.	
	Role play a Chinese creditor chasing his debtors through the streets to collect money owed him.	
	Compare and contrast how bills are collected in our community.	

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Concept: Individuals differ in their interests, abilities, attitudes, and values.

Developmental Objective: To develop an awareness of the cultures of others. To develop an awareness of the interdependence of jobs.

Behavioral Objective: Through research, discussion, and role playing, the student will be able to show the work connected with the Chinese New Year Celebration; the comparison and contrast between the two economic systems (American and Chinese); their dependency on each other; and the occupations involved.

Related Subject Areas	Learning Activities	Resources and Materials
	Play game using Chinese checkers.	Chinese checkers.
	Demonstrate the twelve year astrological cycle.	
	Ditto sheets showing: the years beginning with the "Year Of The Rat," "Ox," "Tiger," "Hare," "Dragon," "Snake," "Horse," "Sheep," "Money," "Cock," "Dog," and "Bear."	
Art	Make a story mural using the astrological cycle of the Chinese Zodiac signs.	
	Make models of clay, wood, or soap to display the Chinese Zodiac signs.	

"The Letter Carrier"

Concept: Occupations exist for a purpose.

Developmental Objective: To help pupils understand words used in connection with the Letter Carrier.

Behavioral Objective: Given appropriate information, the student will be able to name several different types of post office occupations.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Use tape-slide for motivation. Ask thought-provoking questions. (Make sure sentences are used for answers.)	Tape-slide prepared by Pat Bajcer, "The Letter Carrier."
	Questions: Who delivers your mail? What color is your mailman's uniform? What does he carry letters in? How does he travel? What are special letters and large packages delivered in? Where does your postman get the mail he delivers? What must he do with the mail before leaving the Post Office? Who pays your letter carrier's salary?	"Our Working World," SRA Kit
	Have a letter carrier visit the classroom.	Letter carrier
	Read books about the Post Office.	Books: Let's Go To A Post Office, Buchheimer The True Book Of Our Post Office And It's Helpers, Miner Postage Stamps, Frank Postage Stamps, Kelen
	Vocabulary: Mail bag Mail truck Post Office Letters Carrier	

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Oral and silent reading.	Postage Stamps, Reinfield
	Oral reading--"The Postman?" (Use Letter Carrier)	A Letter To Ami, Keats
	Make up riddles with the children. (What Is My Job? Who Am I?)	Study Prints "Postal Helpers"
	Write letters.	Postal Service, Schloat
	Write a poem about mail or postal workers.	
Science	Check glue on stamps. Discuss how some jobs are the result of a need in another area.	Stamps and other glued papers.
Math	Discussion. The cost of mailing letters. Counting money. Have children mail more than one letter. Add to decide how much it will cost to mail their letters.	Play money
Art	Have children bring in stamps from old letters or pictures of stamps. Mount pictures. Make bulletin boards and displays. Illustrate and label.	Stamps Pictures of stamps
Social Studies	Discuss the first letter carriers. How the mail was carried.	
	Compare and contrast mail service of today with service in the past.	

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Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Trace the route of a letter delivered to a friend. Pretend it was delivered on horseback.	
	How long would it take to deliver the letter?	
	Show a film or films.	"The Mailman" AC 293 P. "Modern Post Office" BC 562 "Our Post Office" A 350 "Your Postal Service" B385
	Field Trip: Post Office Tour	Post Office
	Role play various jobs seen at the Post Office.	

"Black Emphasis Activities"

Concept: Careers can be grouped in various ways, requiring similar abilities and providing similar rewards. Any career area has levels of responsibility. People pursue careers for many reasons.

Developmental Objective: To create a better understanding of people all living and working to help make a better society.

Behavioral Objective: The children will have a better understanding of self and others. The students will be able to demonstrate awareness of abilities, strengths, and weaknesses of themselves and others through class discussions on culture.

Related Subject Areas	Learning Activities	Resources and Materials
Reading	Read stories about Blacks. Read African stories from "Old African Tales." Read poems written by Blacks (Poetry Hour). Picture selection; let pupils collect pictures of famous Blacks. Label them. Write an important fact about each. Pictures of workers may be collected also. Biographical reports.	Library Books Newspapers Magazines Resource People Filmstrips, Prints Comic Books on Blacks Negro History Bulletin Negro Heritage Ebony Magazine Library Books
Social Studies	Black History portrayed on the stage. Let children select the character he would like to portray.	Record and filmstrip: Blacks In American Careers
	Study all about the character, then interpret resource findings.	Prints from Black Heritage
	Slavery can be brought to the attention of the older students and explained. Role playing. Play records on Black Careers. News of the Day Scrapbook.	Resources from African Students from Oberlin College Duso Kit Newspapers and Magazines

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Related Subject Areas	Learning Activities	Resources and Materials
Math	Geometry--cut different shapes of paper for mounting pictures of famous people. Use dates from history in chronological order. Skills such as subtraction, "How long has it been?" Make up problems using dates in history.	
Language Arts	Write invitation to speakers. Write thank-you notes to resource speakers. Write invitations to parents for the program. Discuss jobs done by Blacks from the beginning of American History.	Field Trip: African Safari African Exhibit Cleveland
Art	Design costumes for play. Bulletin board display. Discuss Blacks in art. Make dashikis. Make up dance or pantomime; favorite song by James Weldon Johnson, "Lift Every Voice And Sing." Make a scrapbook on Black History. Make a collage of Black workers in America.	

"Flying High"

Concept: People have many kinds of careers.

Developmental Objective: To relate a hobby to an occupation. To show how work for some, means fun for others. To create a climate of responsibility.

Behavioral Objective: The students will be able to describe a variety of careers that relate directly or indirectly to the production of kites. They will be able to identify areas of personal responsibility in flying kites.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss: What companies produce kites. Workers involved. Write instructions for making kites; adapt the story for a puppet play. Miniature kites can be flown in the room or on playground. Assign roles. (puppet show) Read and tape the story as a radio show. Write messages on kites for children to follow.	
	Write a letter to a company that makes or sells kites. Ask them about the success of the kite industry.	
	Make a list of occupations of the kite business. Spelling words can be placed on kites. Game in spelling, "Flying High"	
	Invite a local store owner who sells kites to talk about the kite business.	Proprietor of store
Reading	Read instructions for making kites. Read experience charts made by the students and teacher. Read messages on kites. As they learn to read the messages, they can fly kites.	Charts Library books: Kites, Downer, Marion Creating With Paper, Seidelman Paper Folding, Massoglia pp. 28-29

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Related Subject Areas	Learning Activities	Resources and Materials
Math	Use ruler for measurements in constructing kites.	Kites Ruler, materials for making kite.
	Price of string, glue, paper and other materials used in making kites. Place math skills on kites, etc. Use newspapers to compare prices for kites and materials for making kites.	Newspapers
	Invite parents in to assist with the flying of kites.	Parents
Health & Safety	Discuss where to fly kites; also danger involved.	
Art	Make kites using the assembly line. Make a story mural. Bulletin board display--colorful kites.	
	Kite contest:	
	Largest Smallest Most unusual The kite that flies the highest.	
Social Studies	Research on kites from ancient times to the present.	
	Discuss Benjamin Franklin's experiments.	

"The Wearing Of The Green"

Concept: There is a wide variety of careers which may be classified in several ways.

Developmental Objective: To develop an awareness of the variety of occupations represented in observing special holidays. To have respect for others.

Behavioral Objective: 1. Given information and some discussion on Saint Patrick's Day, the child will be able to appreciate and understand the special observance.
2. Given jobs representative of the celebration, the child will be able to understand and state, whether work relates to the people, data or things.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Discuss the following words: Saint Patrick Shamrocks Ireland Pirates flocks sheep black medic slave Monk France trefoil hop clover river	Library, Encyclopedia
	Read stories about Saint Patrick's Day and The Shamrock. List occupations connected with the celebration.	
	Reading of Irish Lore. Discuss poets.	
	Write "Good Luck" stories, cut in the shape of a shamrock.	
	Read and tape the stories as a radio show.	Tape Recorder
Science	Plant seeds (turnip, mustard, lettuce) on an outline in the shape of a shamrock, using either cloth or thick paper towel for the outline. Keep wet ten or twelve days for	Film: "When In Ireland" BC-483 (Gifted)

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Related Subject Areas	Learning Activities	Resources and Materials
Science	plants to grow. Wet around the edge of the outlined plant. Record the growth. Keep a chart. Plants can be transplanted after or on Saint Patrick's Day. Have a party serving appropriate foods.	
	Invite parents in to help with the celebration.	Parents
Social Studies	Talk about where Ireland is located in relation to where the students live. View films on Ireland appropriate to the grade.	Film: "When In Ireland" BC-483 (Gifted)
	Let the children locate Ireland on the map or globe.	Map, globe
Art	Bulletin Board: Show blue-green colors.	
Math	Use shamrocks to illustrate math problems.	
	Show how long the observance of Saint Patrick's Day has been in effect nationwide: (1845).	

"Springtime In The City"

Concept: Occupations exist for a purpose.

Developmental Objective: To spotlight the various workers involved in repairing damaged streets and other land forms.

Behavioral Objective: After a field trip to a city plant, the child will demonstrate by listing various occupations involved in the maintenance of our city.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Children interview parents and list three types of winter wear on city property that they consider in need of repair.	Parents
Music	Children learn song about boy who lives in city. Various aspects of the city can be worked into song.	Song: "David Johnson Lives In A City." Instructor p. 36; March 1971 to "Old McDonald Tune"
Language Arts	Child volunteers to role play a city inspector checking street and land damage. As he walks around, he dictates into a tape recorder. Teacher and children list (from tape) various damages.	Lorain City Maintenance Dept. Tape Recorder
	Teacher divides class into groups, each of which concentrates on securing information on their particular worker and his job.	
	Teacher and children plan field trip to a city plant where workers might be interviewed and machinery investigated.	Field Trip

"Houses For Sale Or Rent"

Concept: Occupations exist for a purpose. Changes and conditions in the world affect careers.

Developmental Objective: To show the importance of and to become aware of good public relations.

Behavioral Objective: Through role playing, the students will be able to establish a better understanding of real estate in the past, present, future, and show the reasons for the related occupations.

Related Subject Areas	Learning Activities	Resources and Materials
Reading	Read the many resources and books from the library.	Library Books.
	Have parents or local realtor speak to the class explaining his work and the equipment he uses.	Parents or Local Realtor
	Make experience charts of the Realtors talk. Make flash cards using the terminology of the realtor.	
	Have an appraiser visit the classroom and tell about his job.	Appraiser
Social Studies	Compare how property was obtained in the past to how it is obtained today.	
Art	Draw houses, and buildings. Make a model community using clay. Make a gingerbread house.	Field Trip: Visit a local realtor office. Films: "Communicating With The Public," "Courtesy For Beginners" A-649, "The Home We Live In," SRA Occupational Brief Filmstrips: "What Happens Between People."
Math	Have children select names of realtors and set up an office of Real Estate. Count houses for sale. Count vacant lots for sale. Let students price houses, sell houses, buildings and lots. Place the price on each of the above. Stress tens, hundreds, thousands, etc.	

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Related Subject Areas	Learning Activities	Resources and Materials
Math	Telling Time: What time will you be in the office? What time do you leave work? What time is your appointment?	
		Filmstrip: "How We Get Our Home", "Hansel & Gretel." Story: Three Little Pigs
	Money Unit, Measurement Unit--geometric shapes. Measurements for gingerbread house, for lots, rooms etc.	Film: "The City" BC-86 (LCCC)
Language Arts	Role play the realtors using the suggestion made in math. (Speaking and Writing)	
	Discuss terms used, make signs FOR SALE-FOR RENT, etc.	Child Craft P. 127
	Write Thank You letters to realtors. Practice the beginning sounds of the following words. Use telephone directory, make a list of all the realtors in the city.	Books: Houses, Katherine Carter, Roofs Over America, Marion Downer, All The Ways Of Building, L. Lamprey, A World Full Of Homes, William A. Burns.

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Related Subject Areas	Learning Activities	Resources and Materials
Spelling	Using necessary words such as sale Real Estate for sold realtor rental rent appraisal mortgage contract deed	
	Students will learn to pronounce words. Spell words needed.	Filmstrip "The Story Of Houses"
Writing	Arrange the words in alphabetical order. Make a booklet for word usage enrichment. Write a story about the Realtor and Real Estate. Questions for motivation and research. Are employment opportunities in demand?	
	What are the working conditions and tasks of a realtor? What are the required training and qualifications of the realtor? Can the work be done by male, female, or both?	

"America The Beautiful"

Concept: Work means different things to different people.

Developmental Objective: To become aware that many people work to preserve the beauty of natural resources.

Behavioral Objective: 1. Given a list of jobs worked by prehistoric man, the child can list two modern jobs or conveniences that have improved the efficiency of that job.
2. Given a particular ecologist, the child can give two important aspects of his job.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Teacher and children discuss the physical world before man appeared on the scene. They compose several sentences summarizing discussion.	
Art	Using plaster of paris, children construct a model of various land forms and vegetation before man.	Film: "Your Friend The Soil" 7 min. color, (LCCC)
Music	Teacher may play "Clair de Lune" by Debussy, while children imagine the world before pollution, litter, species extinction.	Record: "Clair de Lune," Debussy
Language Arts	Teacher could show a film or filmstrip on prehistoric man and ask children to be able to make comparisons of work accomplished by early man and that of man today.	Book: First Book Of Stone Aged Man, Dickinson. Ecology: Man's Effects On His Environment, Hoke
Music	Teacher selects several recordings which suggest various careers in ecology. Teacher lists responses.	

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Related Subject Areas	Learning Activities	Resources and Materials
Science	Children go on a field trip and collect evidences of environmental breakdown. E.g. polluted water, litter, pictures of air pollution.	Film: "Water: Friend or Enemy?" (AC-480) LCCC
Social Studies	Teacher has environmentalist talk about various career opportunities in the field of ecology.	
	Teacher shows film depicting ecologists at work.	Local Health Center
Art	Children draw pictures of some instances from above film and explain work being performed. Ecology mobile could be constructed.	
Language Arts	Children role play various situations involving pollution: water (factory drainage, picnic wastes), air (factories, cars, smoking), land (litter, erosion, mining, dumps, depletion of forests).	
Social Studies	Children take each role playing situation above and decide the type of career which might offset the damage done to water, air, and land.	

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Related Subject Areas	Learning Activities	Resources and Materials
Art	Have half the children cut out pictures of pollution and make a "pollution collage." The other half of the children make up an "anti-pollution collage" showing clean air, land and water.	
Language Arts	Children make up haiku poems from the standpoint of a particular career involving the environment: forest ranger, water control expert, GM emission control expert, soil conservationist.	
	Children compose a class story about a gum wrapper and its travels of the day or a day when everyone threw their litter out the window. Children prepare a list of "Do's and Don'ts" for an ecology chart.	
Art	Children decorate a litter bag to place at their desk. Several children could work on a large, colorful box for classroom litter.	

"One For Me And One For You"

Concept: To develop an understanding that work means different things to different people.

Developmental Objective: To develop an understanding that jobs which might be considered "fun" require special talents and many hours of work.

Behavioral Objective: After several interviews with people in the entertainment field, children will be able to list careers which might be considered "fun" jobs.

Related Subject Areas	Learning Activities	Resources and Materials
	Discuss famous people in the entertainment field born in the month of April.	
	April 6, Harry Houdini	
	April 27, Walter Lantz, Cartoonist	
Language Arts	Children list jobs of which they may consider being "fun." Example: Magician, Skin Diver, Animal Trainer, Artist, Cartoonist.	
	Children interview parents, asking pertinent questions to discover parents liking for job, reason for doing job.	Parents
	Teacher and children make up a list of various jobs. Each child role-plays a job and answers question: Do I like my job? Why? Why not? Does my job serve a purpose?	Clown--Joe DeSantis
Music	Before preceding activity, teacher and children would sing, "I Wish I Were."	Song: "I Wish I Were" Music For Young Americans American Book Company

"Get On Your Mark, Get Set....."

Concept: Education and work are interrelated.

Developmental Objective: To become aware that education helps people prepare for a job.

Behavioral Objective: 1. Given a career, the child will be able to cite one aspect of the training or education necessary to do that job well.

2. Given a list of musical, show business and tree care vocabulary, the child will be able to give a meaning and career for each word.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Teacher reads poem "Make Believe" and children role play a particular occupation. Setting for role playing improvised by teacher using children's interests. Conclusion of activity is to list, on a chart, the type of training or education various individuals would need to really be what they role played. Children write friendly letters to the composer or lyricist of a song they like in their music books. They include questions regarding his musical career; (how it began; what might be involved in becoming a composer or lyricist).	Arbuthnot, Time For Poetry
Music	Invite a local band to perform for the school and answer questions from the audience regarding their careers. Have some school child come in to perform and explain how he learned his instrument.	
Art	Children make dioramas showing various careers in music. E.g., orchestra conductor, composer, orchestra member. Follow up might be finding a famous conductor, composer, etc., and reporting on his life or getting a record illustrating his skills.	

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Related Subject Areas	Learning Activities	Resources and Materials
Music	Children could prepare a book fair dealing with great musicians. A mural and time line could depict famous events.	
Science	Teacher gives background of Arbor Day and shows film on the growth and care of trees.	Hyde, Wayne. What Does a Forest Ranger Do?
	Children list various careers connected with tree care.	Russell, Solveig. Trees for Tomorrow.
	Teacher shows films or filmstrips on the work and preparation needed to become a horticulturalist, forest ranger, tree surgeon etc. Children and teacher make vocabulary book containing terms involved in tree care.	
Language Arts	Children list various careers which might be included under the title, "Entertainment" (e.g. cartoonist, magician, circus performer, singer, band, movie star, etc.). Teacher may wish to take each career separately and make a bulletin board display in which various cartoonists, magicians, etc. might be spotlighted, as well as a brief summary of the work involved in becoming a cartoonist, magician, etc.	Film: "Creating Cartoons," B-W 11 minutes (LCCC)

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Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Teacher may have high school seniors contemplating a particular career, come to talk to the children and tell them what they have done or will do to prepare for their career.	High School Senior

"To Be Or Not To Be"

Concept: Individuals differ in their interests, abilities, attitudes and values.

Developmental Objective: To develop an awareness that man's innate capacities often govern the type of career he might seek.

Behavioral Objective: 1. Given a specific talent, the child can list types of careers an individual with that talent might pursue.
2. Given a list of jobs in the room, the child can tell which job he could do best in and why.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Using map or film of Disneyland, children decide which jobs might be needed to run the various attractions. Children might decide which position they would enjoy, why and what they would have to know to fill that position.	Map of Disneyland. May, 1973, Learning Film on Disneyland: Travel Agency or Ohio Edison
Art	Children might draw themselves in some job at Disneyland and give above information about their qualifications for their position.	
Language Arts	Teacher lists the following on transparencies: Outdoors, Things Mechanical, Human Life. Children list various occupations which might come under the three headings. Teacher questions children as to which occupations the children think are most important to them and why. Teacher records child's name next to favored occupation. Teacher assigns child to investigate what education would be needed to pursue his occupation. Teacher groups children who tell each other what they most enjoy doing after school. Teacher and children discuss various responses in whole class situation.	
Art	Several children who enjoy same after school activity can work on a cooperative collage while others may construct their own art pieces.	

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Related Subject Areas	Learning Activities	Resources and Materials
Music	Teacher could play song about mailman, the circus strongman, the policeman and discuss why a person might want to become any of the above.	Our Singing World Album 18
Social Studies	Children clip pictures from newspaper showing various careers. Teacher places general headings on bulletin board (Science, Social Studies, etc.) and children decide where their clipping belongs.	
Language Arts	Teacher places pictures of various occupations on board ledge and asks children to group occupations and tell why they think certain careers "go together." Important aspect: every career helps the world be a more comfortable place in which to live.	

"Animals, Animals And More Animals"

Concept: Occupations exist for a purpose.

Developmental Objective: To become aware that each job has a specific purpose.

Behavioral Objective: 1. Given a book on jobs involving animals, the child will be able to give a summary of his book.
2. Given a description of the veterinarian, zoo keeper, dog catcher, and city worker, the child can list three purposes for each career.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Take various famous people of the month and decide what purpose each person's life work accomplished.	Instructor, May, 1972 (other issues also include a monthly calendar.)
Language Arts	Children list jobs connected with animal care, choose one, get a library book concerning that job and give an oral book report. Children can make a collage depicting various animals, people who take care of them, and the materials and agencies involved in animal protection and care.	
Art	Children make animal puppets to be used to tell the story of how that particular animal is cared for.	
Language Arts	Children pretend they're involved in some job connected with animals' care and prepare a visual presentation of their particular career.	Visual presentation might involve pictures, tools of the trade, appropriate dress, real animals, filmstrip, film etc.
Math	Children might choose a particular animal or pet and give specifics regarding weight, length, daily amount of food necessary, and its cost during a week, month, etc.	Book: The True Book Of Pets, Illa Podendorf.
Music	Children could make up their own song about the activities of the veterinarian, the zoo keeper or the dog catcher. (Teacher could work song around familiar tunes, "Old McDonald," "Sally in the Water.")	

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Children could visit a veterinarian, discuss the visit and write letters to the vet telling him which part of his work was most interesting to them. Children could bring in their own pets and tell about caring for them, including visits to the animal hospital for shots or sickness.	Book: What Does a Veterinarian Do? Grant Compton Film: "The Veterinarian Serves the Community" 11 min. LCCC
Social Studies	Children could investigate the pets of children in other lands and the agencies available to care for these pets. Children could individually investigate the varying careers connected with animal care in game preserves.	Book: Where Animals Live, Terry Shannon; Animals of the Sea Marcelle Verite
Language Arts	Children could write poems from the viewpoint of an animal being cared for by a child or a veterinarian. Children could prepare skits involving hurt animals and their trip to the animal hospital.	Book: I Know An Animal Doctor, Chika A. Iritani

"Happy To Be Me"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of each person's unique contribution to a group project.

Behavioral Objective: 1. Given a particular job on which to report, the student can list the responsibilities involved in the job and the consequences if those responsibilities are not carried out.

2. Given various tasks performed by senior citizens, children can give the importance of that task to man's more comfortable living.

3. Given a group newspaper project, the child can list the positive effects of everyone doing his job well.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Children interview parents on two points: 1. How does your job help other people? 2. What do you have to do to be good at your job? Children report orally on interview. Teacher might help each child list answers on transparencies. Children might show appreciation of report by clapping. Children choose a worker at school and compile a list of all the things that the worker does. Children compare lists in small group discussions. Follow up large group discussion might be to draw out what would happen if these jobs were not done.	
Art	Children draw pictures of their worker at a particular job.	
Social Studies	Children discuss what makes a person a friend. Teacher leads discussion to jobs that require working together. Why is it important that they work together?	

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Related Subject Areas	Learning Activities	Resources and Materials
	Children visit a bakery, observing the various jobs involved in making various breads. On returning to school, children list each bakery worker and how he must work with others to make the finished product.	Field Trip to local Bakery.
Music	Have a member of a band or orchestra visit the children, explain his role in the orchestra and its relation to the total sound.	
Social Studies	Children invite senior citizens (grandparents) to school for an "appreciation program." Poetry, songs and dance commenting on the value of all people to our lives would be presented. Circle discussion (with punch and cookies.) could encourage senior citizens to talk about themselves and the kind of work they do or used to do.	Senior Citizen

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Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of each person's unique contribution to a group project.

Behavioral Objective: 1. Given a particular job on which to report, the student can list the responsibilities involved in the job and the consequences if those responsibilities are not carried out.

2. Given various tasks performed by senior citizens, children can give the importance of that task to man's more comfortable living.

3. Given a group newspaper project, the child can list the positive effects of everyone doing his job well.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Children prepare a newsletter to parents telling of various activities at school. Teacher divides class into groups with definite duties in preparing newsletter. Children and teacher discuss experience in light of group effort, highlighting importance of each individual in completing the task.	

"Getting It All Together"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To develop an awareness that people must learn to understand themselves if they ever hope to get along with others.

Behavioral Objective: 1. Given a person vs. person situation, the child can give at least one positive solution to the problem.
2. Given an experience expressing kindness, the child can give a similar experience of his own.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Children tell about an experience in which they helped someone.	
Art	Children could draw pictures depicting the above. Class could make a mural showing the above experiences and upon completion, try to name the person connected with each section.	
Language Arts	Teacher reads short situations in which one or more children are involved in undesireable behavior. Children and teacher discuss feelings of those involved and how these feelings might be turned into positive ones.	Films: "What will---------Do?" Eight films listed in Lorain Curriculum Center catalog involving such topics as "Sister-Sister Loyalty," "Friendship vs. Ability," "Substitute Teacher," etc.) About 11 min. each. B/W.
	Children tell about snapshots of themselves doing a favorite activity. Teacher and children decide on a heading for picture which teacher prints on a strip of paper to be placed under its snapshot on the bulletin board, possibly entitled, "ME."	
	Teacher pairs children and has them say one nice thing about their partner. Teacher and class list some of the comments and elicit the fact that everyone has something nice about them.	

"Getting It All Together"

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Developmental Objective: To develop an awareness that people must learn to understand themselves if they ever hope to get along with others.

Behavioral Objective: 1. Given a person vs. person situation, the child can give at least one positive solution to the problem.
2. Given an experience expressing kindness, the child can give a similar experience of his own.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Using the Duso Kit, teacher reads first story concerning the importance of being what I am and liking it. Children do correlated activity, making "ME" buttons.	Duso Kit (Developing Understandings of Self and Others, American Guidance Service).
Music	Children sing sentence "I am________" (major third) substituting a positive description of themselves when called on. E.g.: "I am nice."	

INTRODUCTION

In Lorain, as in other industrial centers, there are a considerable number of youngsters, because of the lack of information and motivation concerning the world of work, unable to set realistic educational and occupational goals. It is found that this problem stems mainly from the fact that the parents and teachers of many of these youngsters also lack this necessary understanding and are therefore not able to offer youngsters the needed occupationally related information and guidance. Through our Career Education Program, career concerned teachers can incorporate motivational activities into every phase of the curriculum by using the resources of the home, school and community.

The following units are submitted as a guide to help implement the Career Education Program. They are not intended to be used verbatim, but are simply ideas to be expanded upon, using individual inovative procedures.

We appreciate the cooperative efforts of the staff in the first year of the program. Many teachers have been able to apply Career Education successfully in their daily teaching. In any successful educational program, it is the classroom teacher who is the basic ingredient. Therefore, when a teacher has an especially successful classroom experience with Career Education, we ask that it be submitted to the building coordinator so that it may be shared with others.

INTERMEDIATE CURRICULUM COMMITTEE

Nancy Szarek

Larry Mumford

Joyce Antolik

Linda Blount

"Half A Loaf Is Better Than None"

Concept: Education and work are interrelated.

Developmental Objective: To develop an awareness of the wide variety of occupations in which an individual's talents are to be utilized.

Behavioral Objective: Students will be able to demonstrate the relationship between Math and various careers by listing at least five math related careers.

Related Subject Areas	Learning Activities	Resources and Materials
Math	Introduce unit on fractions and have students develop their own examples using everyday situations.	Film: "We Discover Fractions" LCCC A - 487
	Show film on fractions, "We Discover Fractions."	
	Have students list on board all careers they can involving fractions. A. Lumber B. Material Clerk C. Store Clerk-supermarket D. Store Salesman-furniture E. Construction Workers 1. Plumbers 2. Masonary Workers	
	Make dioramas showing use of fractions in the jobs.	
	Have students find pictures of workers doing those above jobs and glue them to poster board in three groups in a triangular diagram.	Art Supplies Needed

"Farm Life"

Concept: Job specialization creates interdependency.

Developmental Objective: Students will develop an understanding and appreciation of the importance of all "jobs" or "occupations."

Behavioral Objective: The students will demonstrate an awareness of the ways workers serve the world through discussions and comparisons.

Related Subject Areas	Learning Activities	Resources and Materials
	Show filmstrip on the dairy farm. Discuss the jobs and cleanliness needed.	Filmstrip: "Dairy Farming and Milk Distribution." CE
	Take a field trip to Maple Sugar Festival--Chatham, Ohio. Students will ask questions of tour guide about the jobs.	*Field Trip
Social Studies	Students will be able to see the jobs performed on the farms and at the candy, dairy, and syrup processing areas.	
	When arriving back at school, list on board and discuss all jobs seen. A. Farmers B. Sap Tapper C. Dairymen D. Truck Driver E. Tour Guide F. Bus Driver G. Animal Caretaker H. Cashier I. Cook J. Waitress K Syrup Processer	
Art & Social Studies	Ask students if they had a choice, which job would they prefer if working on the farm. Discuss.	

Concept: Job specialization creates interdependency

Developmental Objective: Students will develop an understanding and appreciation of the importance of all "jobs" or "occupations."

Behavioral Objective: The students will demonstrate an awareness of the ways workers serve the world through discussions and comparisons.

Related Subject Areas	Learning Activities	Resources and Materials
	Have students draw a picture of a job seen while on the field trip. Arrange a hall display.	Art Supplies

"Feelin Groovy"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To develop an acceptance of one's own interests as uniquely his own and changing.

Behavioral Objective: During class discussion, the child will be able to describe his own personal wants and interests.

Related Subject Areas	Learning Activities	Resources and Materials
Music	Play recording of "Feelin Groovy" by Simon and Garfunkel.	Record: "Feelin Groovy"
	Have students listen to words carefully as record is played.	
	Read poem "The 59th Street Bridge Song."	Reading book 360 Series Page 12
	Discuss and find that the poem in essence is urging the listener to turn a stone, to look for fun, to feel groovy, to feel life. Life may be serious, fun, beautiful, sad or ugly.	
	List some interesting jobs on the board suggested by students. Discuss why and why not the career is interesting.	
	Have students work on a small notebook dealing with a specific career they find interesting.	

"What Do They Say?"

Concept: Education and work are interrelated.

Developmental Objective: To develop an awareness of the relationship between math and careers.

Behavioral Objective: Given a number of graphs, the student will be able to relate them to the various jobs involved with statistics.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies & Math	1. Ask children to measure their heights, either in class or at home. Then, have each child give a record of his name and height to a committee. The committee is to arrange the heights in order, in groups, dividing them by girls and boys.	Movie: "Language of Graphs" (LCCC) B - 317
	Read "How To Make A Graph," pg. 29 Unit One Section 4 in Social Science (Level Six)	S.S. Book, Concepts & Values Unit Six, page 29.
	2. Committee will list heights for one group from shortest to tallest on board.	
	3. List the heights horizontally across the board and study graphs drawn. Discuss careers involved: A. Mathematician B. Social Scientist C. Population Statistician D. Social Psychologist E. Prognosis Analyst F. Survey Researcher G. Cultural Anthropologist	
	Have one human resource person from careers listed above come to class and discuss his specific job.	

Concept: Education and Work are interrelated.

Developmental Objective: To develop an awareness of the relationship between math and careers.

Behavioral Objective: Given a number of graphs, the student will be able to relate them to the various jobs involved with statistics.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies & Math	Continue study of various graphs. Show film on graphs.	"Graphs - Understanding and Using Them," - A - 192 LCCC

"Charlie And The Chocolate Factory"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an understanding and appreciation of the manner in which careers may provide the opportunity for individuals to enhance their dignity and worth.

Behavioral Objective
1. Students will be able to contrast and compare contributions of the various characters.
2. Children will portray, through the puppets, the dignity and worth of each character

Related Subject Areas	Learning Activities	Resources and Materials
Reading	Read library book to students: Charlie and the Chocolate Factory. (Oral reading by teacher or some advanced students.) Discuss what was read and predict future outcomes through discussion.	Library book -Charlie and the Chocolate Factory.
Social Studies	Develop through discussion: A. The worth and dignity of roles each character portrays. B. Interdependency of jobs in a factory. C. How each character performed jobs adequately.	
	After completion of book, begin organizing and selecting characters from book for a puppet show.	Film: ABC of Puppetry, (LCCC) AC -1, AC -2

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Behavioral Objective: 1. Students will be able to contrast and compare contributions of the various characters.

2. Children will portray, through the puppets, the dignity and worth of each character.

Related Subject Areas	Learning Activities	Resources and Materials
Art Music	Students will begin creating their own puppet characters after students choose parts of story to use in puppet show.	All art materials needed for construction of puppets.
	Presentation of puppet show. (Could tape the puppet show and students will then put more emphasis on manipulating puppets).	
Social Studies	List on board and discuss various jobs involved in book.	
Math Art	Students will construct display of book characters and scenes.	Any art materials needed.
	Lead into unit on assembly line.	

"Let's Work Together"

Concept Persons need to be recognized as having dignity and worth.

Developmental Objective: To begin to accept that people bring dignity and worth to their jobs and that worker cooperation is essential in the production of a product.

Behavioral Objective Students will be able to discuss the practices and rewards of the production line, and value of the workers.

Related Subject Areas	Learning Activities	Resources and Materials
Language	Class will investigate assembly line and individualized production.	Film: The Automobile in America SN-13-9
	Various films and filmstrips dealing with assembly line production.	
	Reading about people such as Henry Ford.	Magazines, Newspapers
	Read several magazines published by familiar industries and discuss the pros and cons of each industry.	
	Have several assembly line workers discuss their jobs with the students, and the importance of "team work."	Assembly line workers from local industries
	A tour through a local industry to view "on the job techniques."	
	Class will develop classroom assembly line; eg. - Candy separated by colors, wrapped, packaged and delivered. eg. - Apples picked, cleaned, candied, and decorated.	Any material needed for the production of the "class product."

"Your Government"

Concept: Various groups and institutions influence the nature and structure of work

Developmental Objective: To develop an understanding of the jobs and roles involved within our branches of government

Behavioral Objective: Given a list of governmental jobs, the students will be able to critically analyze their importance.

Related Subject Areas	Learning Activities	Resources and Materials
	Show film and discuss functional basis of our democracy, the election system.	Film: "How We Elect Our Representatives." LCCC A534
	Show film and discuss Constitution.	Film: "The Constitution of the U. S." LCCC B - 94
Social Studies	Read in Social Studies Book about branches of government. A. Legislative B. Judicial C. Executive	
	Discuss all branches and the jobs involved in each.	
	A. Legislative 1. Representatives from each state 2. Secretary 3. Bookkeepers 4. Lawmakers	
	B. Judicial 1. Courts and Judges 2. Court Recorder 3. Baliff 4. Guard	Take a field trip to court.

Concept Various groups and institutions influence the nature and structure of work

Developmental Objective: To develop an understanding of the jobs and roles involved within our branches of government.

Behavioral Objective Given a list of governmental jobs, the students will be able to critically analyze their importance.

Related Subject Areas	Learning Activities	Resources and Materials
	C. Executive 1. President (List also jobs of various careers under the President).	
Language Handwriting	Have students select one of the branches and report on it.	
Art	Allow three groups of students to assemble a bulletin board on each branch and careers involved.	Art materials needed.

"All Abo[illegible] Me"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To develop an understanding and acceptance of likes and dislikes.

Behavioral Objective: The child will demonstrate a better understanding of himself through the compilation of a booklet.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Interaction and discussion centered around the child, his house, his family, best friend, favorite task, disliked tasks, hobby, favorite sport, or favorite food; etc. After discussing the above areas, each child will compile an individual booklet in which he will write and illustrate the above topics. The children will take slide pictures of involvement in each of these areas. They will write a script to go with the slide presentation. The children will work in small groups to prepare and proofread final presentations. Present programs to class.	

"What Career Is This?"

Concept: Occupations exist for a purpose.

Developmental Objective: To develop an awareness of the many careers associated with the theatre.

Behavioral Objective: The child will demonstrate, through role-playing, a better understanding of areas of work associated with creative dramatic productions.

Related Subject Areas	Learning Activities	Resources and Materials
Language	The children will discuss dramatics and all the areas of work correlated with dramatic productions. Children will pantomime and express different emotions, gestures, etc. Children individually or in small groups will construct puppets (interdependence of jobs utilization of materials and supplies, discussion of work associated with these). Children, parents, teachers will construct puppet stage (Cooperation and interdependence of jobs). Children will role-play different T.V. shows. Committees will handle all phases of advertising. Children will role-play writers, actors, Karate experts, professional sports, all areas and interests, also improvisations.	

Concept: Occupations exist for a purpose.

Developmental Objective: To develop an awareness of the many careers associated with the theatre.

Behavioral Objective: The child will demonstrate, through role playing, a better understanding of areas of work associated with creative dramatic productions.

Related Subject Areas	Learning Activities	Resources and Materials
	Children in small groups will write a play. Children will observe a production (Musicarnival) and talk to all people associated with work in production.	

"Money, Money, Money"

Concept. Various groups and institutions influence the nature and structure of work.

Developmental Objective: To develop an awareness that many mediums of exchange have been used as a reward for work and that banking institutions have been developed as a tool to facilitate our present medium of exchange.

Behavioral Objective: The child will demonstrate through discussion, an understanding of the work areas associated with banking.

Related Subject Areas	Learning Activities	Resources and Materials
Math	Discuss importance of banking and record-keeping of money.	Film: "The Story of A Check" LCCC B - 491
	Display in learning area materials associated with banking (books, transparencies, pamphlets).	
	Show film on work areas in banking.	Materials: Films (LCCC) Money, Money and Its Uses
	Discuss and predict work associated with banking.	Field Trip to Central Security National Bank or Lorain National Bank
	Utilization of transparencies depicting banking.	Representative from bank
	Assign groups to research jobs in banking.	
	Role-playing at situations will illustrate to class various types of work in banking.	
	Create work situations involving computations of problems in math.	

"The Me Nobody Knows"

Concepts: Individuals differ in their interests, abilities, attitudes, and values.

Developmental Objective: To develop an acceptance of ones' abilities as uniquely his own and growing.

Behavioral Objective: Given a list of characteristics, the child will be able to identify those he associates with himself.

Related Subject Areas	Learning Activities	Resources and Materials
Language	The teacher will display a picture of an iceberg and write on the overhead-"Nine-tenths of an iceberg is underwater, hidden from view. How much do others know about you? How much is hidden from view?" He involves students in a brief discussion about "what others know about you". He directs students to group with classmates through a sociogram. Each person is to take down notes about what the other person is like; interests, activities, hobbies, likes, dislikes, talents, abilities, skills, strong personality traits. After interaction and completion of information, the child will predict the career his partner is likely to choose. They will discuss the validity of the predictions with the emphasis on self-analysis. A scrapbook may be made with slogans, pictures, etc.	

"Classroom Colony"

Concept: Occupations exist for a purpose. Individuals differ in their interests, abilities, attitudes, and values.

Developmental Objective: To understand that occupations develop form social needs and understand how individual abilities are important to society.

Behavioral Objective: Student will demonstrate an understanding of the above concepts through cooperative construction of the model colony.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Imagine class is a group of colonists leaving in a space ship for a new world. They will not return, though in a few years another ship may come with new colonist and for trading purposes. The class must decide what tools, supplies and foods they must take with them. After reaching the new world, they must decide which work must be done. Divide the work among the students according to assessed abilities. Discuss what rules and regulations might be needed to control those who might shirk their responsibilities. Discuss importance of each job to existence of the colony.	Social Studies Book
Art	The class could construct a model colony on a table top--adding and deleting features as the colony progresses. This project could develop to the point where a permanent settlement is involved and a constitution written.	Construction paper, sponges cut for trees, salt and clay.

"One Man's Work"

Concept: Work means different things to different people.

Developmental Objective: To develop an understanding that work has a personal meaning to each person.

Behavioral Objective: Students will be able to cite several examples of how one man's work is another man's play.

Related Subject Areas	Learning Activities	Resources and Materials
Language	Listen to record "Tom Sawyer" ("Painting the Fence", Band 1) Discuss why work became play to the boys.	Record (SVE) "Tom Sawyer" Read by Ezra Stone
Social Studies	Discuss : White-wash. Why paint a fence? Why is white-wash seldom used today?	
Science	Boards could be painted with white-wash and paint, then subjected to "weathering".	Paint White-Wash Small boards

"Yesterday, Today & Tomorrow"

Concept: Occupations Exist for a Purpose

Developmental Objective: To understand that occupations develop from social needs and to recognize that some jobs become obsolete as others develop.

Behavioral Objective: Students will be able to cite examples of careers today which may be obsolete when they become adults.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Listen to record (4 bands describing runaway trip to island.) Investigate Mississippi River transportation and jobs involved, yesterday and today. Find Hanibal. Discuss why transportation on river was important to that city. See film. Discuss development of city; obsolescence of jobs.	Record (SVE) "Tom Sawyer" Read by Ezra Stone Map of U. S. Film: Mark Twains' America (LCCC) C-72

"Help Wanted"

Concept: An understanding of self is important throughout life.

Developmental Objective: To understand the importance of examining ones' strengths and limitations.

Behavioral Objective: Children will be able to describe their own abilities through their job applications.

Related Subject Areas	Learning Activities	Resources and Materials
Language	See Play "Tom Sawyer", or another play. Discuss all jobs necessary to produce a play. List. Students can take an interest and ability survey.	
Language Social Science	Make want ad page. Children apply for jobs, stating qualifications and interests. Hire workers and produce play.	
Music Art	This production may be video taped with music and commercials.	T.V. Equipment (Curriculum Center)

"Food Makes The Man"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To understand that there is a continuous interaction between one's knowledge and acceptance of self and his background and his emerging life style.

Behavioral Objective: The child will demonstrate a better understanding of self and his background by freely discussing the origins and background of the foods indigenous to his culture.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Class discussion of differing backgrounds, points of origin and cultures of children in classroom. Discuss how customs differ.	
Social Science	Further discussion of cultures through detailed description of special celebrations and the food served. Speculate on what foods may taste like, where ingredients originated. Locate different points of origin on a map. Discuss natural resources of area that might have led to ease of preparation of special foods.	Maps
Health	Ask parents to bring in foods indicative to their culture or religion. Children should be encouraged to try each food, even if just a taste. Discuss how a variety of foods is healthful.	Parents

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To understand that there is a continuous interaction between one's knowledge and acceptance of self and his background and his emerging life style.

Behavioral Objective: The child will demonstrate a better understanding of self and his background by freely discussing the origins and background of the foods indigenous to his culture.

Related Subject Areas	Learning Activities	Resources and Materials
Listening Skills	Parents would submit recipe and tell of significance to special occasion, origin of the food or occasion, etc.	Parents
Art Writing	Children will compile a recipe book of the foods, using individual talents where needed.	Art Supplies
Language	A thank you note from the class should be written to each participating parent	
Math	The class might try to enlarge a few recipies to accomodate a larger number of people.	

"It's Written In The Stars"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: The child will establish a self-concept as an individual.

Behavioral Objective: The students will be able to assess themselves and others, recognizing that negative and positive qualities are a part of each person.

Related Subject Areas	Learning Activities	Resources and Materials
French	Reading the 12 horescope signs, we learn personality characteristics and apply them to ourselves and others. Later on, we can read our daily horoscopes.	French Dictionary Horoscope book Materials: display of the 12 horoscope signs.

"Good News - Bad News"

Concept: Occupations exist for a purpose.

Developmental Objective: Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective: Students will be able to indentify, name and define various sections of the newspaper, and the careers and abilities associated with these sections.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Arrange to have several class discussions in order to find out what the students already know about the newspaper and to expand their knowledge of the paper. The class should also view several films and filmstrips on the newspaper and people who work in the different areas of the newspaper.	Film: The Newspaper Story (LCCC) "How Communications Help The Community" (SVE) CE Newspapers Bulletin board materials Duplicating machine
Reading	The class should then discuss and research five main areas of the newspaper: front page news, editorials, sports, comics, and featured articles.	
Language	Each day for five days, discuss a different phase of the newspaper and have students write an example of each phase. Proofreading lessons will then be given as the students proofread each others articles.	
Social Science	The best articles may be chosen in order to create a "Newspaper" bulletin board. After each phase has been covered, a field trip to a local newspaper company should be planned in order to see each phase in action. The class will then construct their own "class newspaper." The class may then want to continue and produce a "school newspaper".	

"C'est Si Bon"

Concept An understanding of interdependency of people all over the world

Developmental Objective To develop an understanding that we depend on other countries and are not completely self reliant, that it is important to maintain good trade relations with other countries so that our life style can be enriched

Behavioral Objective Students will be able to list several examples of our country's dependence on another

Related Subject Areas	Learning Activities	Resources and Materials
French	Go to the grocery store or any store, and see how many foods in our daily life are French. (Chocolate, cheese, etc.) Purchase items of food. Bring the wrapper of these foods back into class and make culture capsules of them for display in the room. This idea can be expanded into diagram form, charts, etc.	Store Dictionary French teacher

"Careers In Science"

Concept: There is a wide variety of careers which may be classified in several ways.

Developmental Objective: To recognize that there is a wide and increasing variety of occupations.

Behavioral Objective: The children will be able to cite several career clusters involving science.

Related Subject Areas	Learning Activities	Resources and Materials
Science	Each child will choose one field in Science he wishes to investigage. After this choice, he will choose one specific occupation in this field. He will research this career citing education required, skills and abilities that are helpful, salary to be expected, and intrinsic reward of the job. He might also speculate where he might work, would travel in connection with his job, and any chance there might be for advancement, etc.	Library Books Pamphlets
Art	After he has completed his investigation, he should construct a puppet, with the usual attire he would wear.	Art Supplies
Language	When all puppets are finished, each child will present his career, and the results of his investigation, via the puppet.	

"Shadow Dramatics"

Concept: Careers require different knowledge, abilities, attitudes. A person may be suited for several different careers.

Developmental Objective: To develop an understanding that different kinds of work require varying degrees and types of educational preparation and abilities.

Behavioral Objective: The student will be able to demonstrate appealing characteristics of his own career interests.

Related Subject Areas	Learning Activities	Resource and Materials
	Hang a large white sheet in the classroom doorway or to a frame, place a strong light behind this sheet around ten or eleven feet in distance. One by one, students will demonstrate their career behind the "screen" with only a minimum of talking. The rest of the class will try to guess which career is being acted out. Intermediate students may want to present a "shadow show" to primary students.	Large white bed sheet. A light, strong enough to cast a clear shadow. Props that each student will need to demonstrate his career.

"Classroom Supermarket"

Concept: Job specialization creates interdependency.

Developmental Objective: To create an awareness of various levels of responsibility, employer's rules, regulations, policies, and procedures.

Behavioral Objective: Students will be able to portray jobs involved in the operation of a supermarket.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Arrange to have class visit a local supermarket. Be sure to point out such things as what the store sells, how we obtain these products, the services the store offers, (delicatessen, bakery, etc.). Then point out the people that make the store run.	Local supermarket Shelves, cash register, empty boxes, bags. Cans and jars from home to represent goods to be sold. Art materials for advertising.
	Manager: Buys food, hires workers, pays salaries.	
	Assistant Manager: Responsible for different departments--fruits, vegetable, meats, etc.	
Math	Check-Out-Clerk: Checks out groceries, gives coupons for refunds, cashes checks, gives out trading stamps.	
	Service Clerks: Bags groceries, runs carts.	
	Stock Clerks: Keeps shelves neat, keeps inventory sheets.	
	Special Services: Bakery, delicatessen, butchery, custodian who keeps store clean, repairs and disposes of unwanted goods and empty boxes.	
Science	Class will then construct their own classroom store, complete with all the helpers needed. Other classes may serve as shoppers.	

"The Wonderful Machine"

Concept: Job characteristics and individuals must be flexible in a changing society.

Developmental Objective: To become aware that technology demands continuous training.

Behavioral Objective: Students will demonstrate training and knowledge in the construction of their machines.

Related Subject Area	Learning Activities	Resources and Materials
Reading	Class will read "The Wonderful Machine" from The Sun That Warms, Ginn 360 After discussing the story, the class may decide to make their own machines. Students talk with several mechanics, welders, etc. concerning their work. Students then can collect "Junk"--(old car parts, parts from washing machines, old pumps, nuts and bolts). Out of these "junk" parts, students discuss the necessity for learning to operate such machines, as cars, washing machines, power mowers, etc. They may also discuss how models of machines change, the reasons for these changes, and what new machines may develop in the future.	Book: The Sun That Warms Ginn 360 Resource speakers. "Junk parts"

"Values & Rewards"

Concept: Work and reward mean different things to different people.

Developmental Objective: To develop within the child an association of certain types of work with certain rewards.

Behavioral Objective: The child will demonstrate, through various activities, an acute realization that not all work is rewarded through a form of money.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Child centered interacting discussion of medium of exchange. (bartering)	
Math	Research; trace and simulate through role-playing, displays etc. exchange used in past work situations.	
	Discuss and define values, accept all responses.	
	Discuss, display and show examples of rewards for work. (Role-playing, skits, illustrations)	
	Bulletin Board displays of work in past and reward for doing work in the past.	
	Display and discuss rewards for doing work today. Involve as many areas of work as possible illustrating rewards.	
	Predict and project reward for work in the future.	
	Discuss changes by reward for work. Also discuss which rewards have remained constant.	
	Discuss over-all importance of reward for work. Is it necessary? If so, why? How?	

"United Nations"

Concept: An understanding of interdependency of people all over the world is important.

Developmental Objective: To develop an understanding that countries all over the world have common interests and work areas and can work together for a better world.

Behavioral Objective: The children will demonstrate, through role-playing, a better understanding of people and an understanding of work all over the world.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Discuss interaction of people all over the world working together peacefully.	Film: United Nations (LCCC) SN-9-3
	Discuss meaning and importance of U.N.	
	Research U. N. from past to present. (Discuss jobs, careers, positions.)	Speaker--Slides
	Divide class through use of socio-gram into different countries, collect data on each country and its role in the U.N.	Video Tape Equipment (Curriculum Center)
	Explore in detail and simulate capital areas in each country.	
	Committees representing each country in U.N. will report data collected.	
	Each country will display bulletin board illustrating all phases of work in country. Show what influences climate, geography, culture, history, and education have on work in that country.	
	Each country will display pictures, flag, products, etc., and present a portion as final program including role-playing, speeches, and different positions in U.N.	

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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K-6 Curriculum Guide

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K-6 CURRICULUM GUIDE

SEPTEMBER 1974

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CAREER EDUCATION MOTIVATION SPECIALISTS

Joyce Antolik
Lula M. Beatty
Rheba T. Flowers

INTRODUCTION

In order for Career Education to be a good program, it must be a growing program; and the teachers working in Lorain's Career Education Program are making it grow. These new activities are teacher developed and have been tried and tested in the classrooms.

We hope you will also use these materials, modify them to suit your own particular class; and, in doing so, further improve Career Education in Lorain.

THE ENCLOSED MATERIALS WERE DEVELOPED BY THE FOLLOWING TEACHERS AT A CAREER EDUCATION WORKSHOP IN FEBRUARY, 1974.

GRADE	NAME	SCHOOL
One	Dorothy Cyran	Washington
	Vivian Glorioso	Washington
	Margaret Hudak	Hawthorne-Boone
Two	Tonda Clay	Hawthorne-Boone
	Nancy McCollough	Garfield
	Darlene Pienta	Charleston
	Bonnie Ujhelyi	Washington
	Patricia Vaccaro	Charleston
Three	Brenda Driver	Washington
	Beverly Fleming	Hawthorne-Boone
	Jeanette Frederick	Garfield
	Mary Hammond	Washington
	Terri Krol	Charleston
	Darlene Werner	Garfield
Four	Barbara Goldman	Meister Road
	Don Pepe	Garfield
	Mary Skarupa	Washington
	Patricia Wolfe	Meister Road
	Maxine Deitch	Washington
	Carol Gates	Masson
	Adele Govoni	Meister Road
	Terrance Janik	Charleston
	Diane Starbuck	Garfield

GRADE	NAME	SCHOOL
Six	Barry Buck	Hawthorne-Boone
	Robert Ely	Washington
	Kathryn Grego	Masson
	Nicholas Hayden	Garfield
	Clarence Orr	Hawthorne-Boone
	Gayle Pantin	Hawthorne-Boone
EMR	Chris Gaskins	Garfield
Intermediate Hearing Impaired	Elaine Breen	Masson
Learning Center Specialist	Judith Golobich	Charleston
Principals	Dr. Mayme DeGrace	Washington
	Mr. William Lute	Garfield
	Mr. Hugh Muir	Charleston

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"POETRY"

Concept: Work is man's way of fulfilling personal and social wants.

Developmental Objective: To appreciate and understand that personal and social needs may be met through work.

Behavioral Objective: After listening to poetry and experiencing the reading of poetry, the students will be able to compare and contrast the work of several poets and their contributions to society.

Learning Activities	Resources & Materials
Discuss the work of a poet.	Ohio Poets Association:
Use ritualistic approach: Everyday, for five to ten minutes, a poem is introduced, read, and discussed.	Robert McGovern, Director R.D. 4; Box 131 Ashland, OH 44805
Invite local and state poets.	Books: Poems Children Will Sit Still For: Scholastic TW 1174
Invite the librarian to read special poetry.	Poet Librarian
Using the bulletin board, each month, recognize and emphasize the work of an outstanding poet such as: November--Birthdate of Vachel Lindsay (1879-1931). The Congo and General William Booth Enters Into Heaven.	Bulletin board
Make a list of descriptive words and phrases. Stress synonyms, antonyms, and homonyms.	Scholastic Dictionary of Synonyms, Antonyms, and Homonyms T 675
Write on chalk board, one line of a poem. Let class finish the poem.	
Encourage students to write poems.	
Let the class write poems together, after deciding on the title.	

(Continued)

"POETRY"

(Continued)

Learning Activities	Resources & Materials
Give clues. Students can make their own rhythm band to accompany poetry reading.	
Correlate Music and Poetry, have students write simple poems in class. Ask music teacher to write simple music to go with poetry. Have musical performances using children's poems.	Music teacher or any music resource person
Tape poems. (Encourage simple evaluation as tape is played).	Tape recorder
Use the taped poems for parent visitation day. The program can be video taped.	Video tape
Let the children draw or paint a scene suggested by the poetry.	Art supplies
Conduct "The Author Of The Month" contest.	Films: AC-721 Haiku: "An Introduction To Poetry" 11 C BC-[illegible] "Images and Things" "Dreams and Make Believe" 20 C BC-651 "Poetry For Fun" 13 C AC-737 "Casey At Bat" 6 C AC-411 "Hailstones and Halibut Bones" 13 C AC-791 "Let's Read Poetry" 9 C Books: Children's Digest 4/74 Poetry Anthologris

(Continued)

"POETRY"

(Continued)

Learning Activities	Resources & Materials
	Books: First Book Of Poetry Isabel Peterson Reflections, A Gift of Watermelon -Scholastic Pickle-TX-868 Slithery Snakes and Other Aides To Children's Writing Petty & Bower Appleton-Century & Crofts New York

"BANK"

Concept: A knowledge of Economics is important to Career Development.

Developmental Objective: To affirm the advantages of utilizing a decision-making process in purchasing situations.

Behavioral Objective: The child will show evidence of understandings by keeping an accurate budget notebook.

Learning Activities	Resources & Materials
Present films; Discuss.	Films: "The Story of a Check" "Pay To The Order Of"
Explain Simulation. A. Everyone to have checking account. B. Everyone to receive $ 150.00 pay each week. C. Elect bank officers, tellers, etc. D. Each child must keep a budget notebook, keeping track of all money and expenditures. E. 10% of money must be paid for taxes and $ 20.00 per week must be spent for food.	Monopoly Money Mimeo checks and deposit slips
Instruct on methods of writing checks and the importance of balancing a checkbook.	
Children to volunteer to research real estate, automobile sales, utilities, clothing, household and luxury items cost.	
Make charts illustrating the goods which may be purchased and their prices. Stress that everyone should be realistic in their purchases.	
Have each child decide on a place to live. Use researched materials to establish rental or purchase costs. Each child must include either a sketch or a picture of their residence and a realistic cost.	

(Continued)

"BANK"

(Continued)

Learning Activities	Resources & Materials
Each purchase must be recorded in a notebook with the price and a sketch or picture.	
Each child should be encouraged to write a tentative monthly budget. Areas to be budgeted should include clothing, groceries, entertainment, medical and dental expenses, taxes, and housing. (Four choices available--house, duplex, apartment, or trailer).	
Take a field trip to a bank to discover what happens to the checks--how they are processed, etc. Talk with a loan officer about loans, how to apply, formula to establish a limit on borrowing, advantages and disadvantages or dangers of a loan, and how to establish credit.	Field trip to bank

"HAVE A GOOD DAY"

Concept:	Occupations exist for a purpose.
Developmental Objective:	To develop an awareness that through work, people meet their needs. (Food, clothing, shelter, safety, and psychological needs).
Behavioral Objectives:	Given small pictures (cards) of workers, the child will be able to match the worker with the basic needs he provides for others.

Learning Activities	Resources & Materials
Introduction: Show film & filmstrip.	Film: "Alexander Has A Good Day" Filmstrip: "Alexander's Breakfast Secret" "Basic Four Food Groups"
Situations of contrast: The sleepy child--alert child. Adult at work--sleepy, hungry,--alert, happy worker.	
Make booklets.	Booklets: Mystery of Power Tower Charts: "Foods" Del Monte Company Speakers: School Nurse Cafeteria Supervisor
Plan and serve a meal.	
Tour a bakery and grocery store.	Trip: Local bakery Grocery store Hospital School cafeteria
Make classroom or individual chart of eating and sleeping habits. How do I feel today? Make a clock to indicate sleeping time.	Materials: Scissors Crayons Books Construction paper (assorted colors) Water paints Paste

(Continued)

"HAVE A GOOD DAY"

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(Continued)

Learning Activities	Resources & Materials
Collect pictures of the methods of many different cultures for providing food, clothing, shelter, and safety.	
Use primitive as well as modern people as examples. Discuss.	
Have children tell what it is like not to feel well.	
Discuss workers who keep us well. Discuss how and when parent may not feel well.	

GRADES 1-6

"SPRING: BEGINNING OF AWAKENING"

Concept:	All jobs are important. There is a division of labor in nature just as in a family, school or community.
Developmental Objective:	To develop an awareness of seasonal changes and the work of nature to bring about this change. To develop a comparison between the work of nature and the work of man.
Behavioral Objective:	The children will be able to demonstrate, through discussion, and evaluation devices, an understanding of the work of various plants and parts of plants. They will be able to discuss similarities of nature's and man's work in growing and producing.

Learning Activities	Resources & Materials
Read a story related to plants.	Story: The Tree Is Nice
Discuss the importance of plants as related to the environment. Emphasize the job of plants holding the soil in place, freshening the air, etc.	
Discuss erosion and conservation of soil.	
Discuss the use of plants for food--human and animal food; parts of plants used for food.	
Discuss growth of plants, requirements for proper growth, etc. Compare needs of plants with needs of children. Discuss what happens when either are deprived of some need.	Filmstrip: "How Plants Live" "Plant Needs"
Take a nature hike.	
Read a story about seeds.	Story: Seeds and More Seeds

(Continued)

"SPRING: BEGINNING OF AWAKENING"

(Continued)

Learning Activities	Resources & Materials
Plant seeds.	
See filmstrips on plant parts.	Filmstrip: "The Parts Of A Plant" "Roots And Their Work" "Stems And Their Work" "Leaves And Their Work"
Discuss workers involved in growing plants.	
Feedback--play game identifying root, stem, flower, soil, leaves, and petals.	
Resource person: various jobs entailed in landscaping and plant raising: truck driver, designers, tree surgeon, tractor driver, salesmen, sodders, trimmers, chemical specialialists, (soil testing, insect control,) etc.	Landscaper

GRADE 2

"MEAL WHEEL"

Concept: Occupations exist for a purpose.

Developmental Objective: To develop an appreciation of the skills required in operating the school lunchroom.

Behavioral Objective: Providing a "hands on" experience in all the facets of lunchroom operation, the students will be able to explain the process of total lunchroom operation and the duties of all the workers.

Learning Activities | Resources & Materials

Construct a bulletin board depicting a "meal wheel."

A. Food preparation

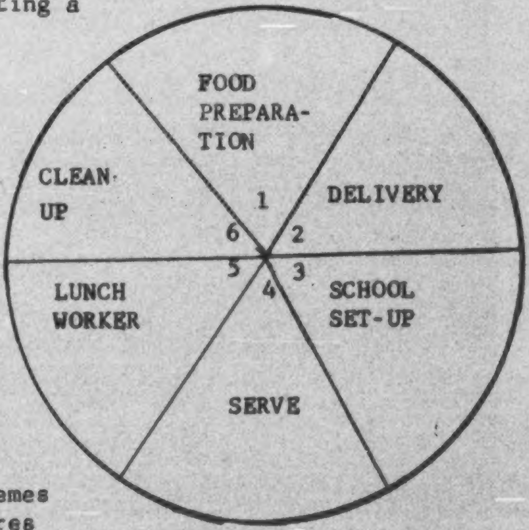
B. Delivery

C. School set-up

D. Serving

E. Lunchroom Workers

F. Clean-up



Mobiles constructed using the themes from the "Meal Wheel," and pictures of workers involved.

Have students create a song concerning the lunchroom personnel to the tune of "I've Been Working On The Railroad." (Song).

Invite a resource speaker.

Resource speakers:

Lunchroom Aide
Cafeteria Manager
Cafeteria Supervisor
Lunchroom Worker

Slide presentation and tape expressing each child's experience in the lunchroom.

(Continued)

GRADE 2

"MEAL WHEEL"

(Continued)

Learning Activities	Resources & Materials
Group project--develop a food preparation journal.	
Bar graph construction of food ordered each day.	Sound Filmstrip: "Manners At School"
Collect and count lunch tickets for week and compare totals at grade levels.	Cassettes: "Getting To Know The School"
Count number of workers in lunchroom, including aides and supervisors.	Electronic Game: "Compulearn"
Culminating activity, have children serve lunch in the classroom. (Hands-on experience).	Films: "Alexander Has A Good Day" AC 638 "Alexander Learns Good Health" AC-5 (LCSEC) "Milk and Milk Foods" B-513 (LCSEC) "Helpers At Our School" A-652 (LCSEC) "The Calendar: Our Record Of Time" A-66 (LCSEC) Books: Manners Can Be Fun, Leaf, Mumo, Lippincott; 1958 Manners Made Easy, McGraw; 1966 Etiquette, Bendick, Jean McGraw; 1967

GRADE 3

"SPACE"

Concept:	Occupations exist for a purpose.
Developmental Objective:	To develop an awareness that work is a way of fulfilling environmental wants.
Behavioral Objective:	Given a list of tasks performed in various settings, including space, the child will be able to select work indigenous to space life.

Learning Activities	Resources & Materials
Facts and independent research.	
Units in *How It Is and Skys and Wings*.	Ginn Readers
Tape.	Tape
Group the students according to planet preference and have them try to persuade others to live on their planet.	Film: "A Trip To The Planets" (In AV Guide)
Games:	Library sources including encyclopedia
A. Name The Planet Game--describe as others guess.	
	Books:
B. Have pictures of a planet and a card with planet facts to match.	*I Want To Be A Space Pilot* *American Astronauts And Space Crafts*--by Cleveland Museum of Natural History
C. A trip to a Planetarium.	
Terminology	*ABC Book of Space*
A. Basic terms--astronaut, gravity, etc.	Field trip: Planetarium
B. Spelling of planets and distinguishing characteristics of each.	
C. Spelling of zodiac signs and making of symbols.	

(Continued)

GRADE 3

"SPACE"

(Continued)

Learning Activities	Resources & Materials
Space notebooks by each child including Haiku poems, creative writing and drawings. (Space creatures and people).	Trip to NASA
Measure distances of planets . (small scale models)	
Simulated space flight and countdown.	
Ditto sheets dealing with gravity comparisons, math related to space and planet sizes.	
Discussion of length of time involved, speed, etc.	
"2001 Space Odyssy."	Record
Role playing.	
Simulated astronaut living: physical fitness good health habits	
Discussion of foods needed by astronauts.	
	Trip to Cleveland Museum of Health
People who are involved in the astronaut's health, fitness, preparation, (doctors, dieticians, etc.).	
Use Walkie-Talkies to have a question and answer period.	Walkie-Talkies

(Continued)

GRADE 3

"SPACE"

(Continued)

Learning Activities	Resources & Materials
Ground crew's preparations.	
Interviews:	Sound Filmstrips by Cornet Medical Laboratory Technician SVE Broadcasting Technician
Engineers, designers, etc. Research Specialist (Scientist) Communication Construction Mathematicians	
Construction of Constellation.	Boxes or coffee cans
Construction of constellation models using boxes or coffee cans behind a light source.	
Role play travelers from another planet, draw pictures of their planet and have class decide the location and which planet it is.	

GRADE 4

"WHAT WILL I BE"

Concept: Individuals differ in their interests, abilities and work choices.

Developmental Objective: To acquire a knowledge of one's own interest development in relation to work of others.

Behavioral Objective: Given a class discussion, the student will be able to describe his interest and ability areas. Through role playing, the student will demonstrate his chosen occupation(s) to the class.

Learning Activities	Resources & Materials
Arrange students in groups.	
Groups are divided into various occupations which they would like to be.	Filmstrip series: "Father Works" "Mother Works Too"
Make a list of things known about ~~the job~~.	Filmstrips & Cassettes: "Supermarket Workers" "The Wonderful World of Work" K-3 Series Recorder Number 60003 Denoyer & Geppert Career Education Office
Make a list of things to find out about the job.	SVE Picture Story Study Print Sets: Supermarket Helpers Police Workers Fire Department Workers Hospital Workers
Give each child a list of questions and books to do independent research.	
Cut out articles or pictures from newspapers and magazines to put in a notebook.	

(Continued)

GRADE 4

"WHAT WILL I BE"

(Continued)

Learning Activities

Give a list of vocabulary words that pertain to the chosen occupations.

A. Alphabetize the words.

B. Look up the meaning.

Work sessions where various activities take place.

Example:

A. Secretaries--one student will dictate a letter and another will type.

B. Teacher--the student will plan and teach a lesson to the class.

Take a small group to Police and Fire Station after school to interview workers and tour.

Make bulletin boards showing various careers.

Interview people doing occupations that are similar to the career chosen by the student.

Each student will write a story about his chosen occupation.

Resources & Materials

Books:

All About The Firemen

I Want To Be A Doctor

I Want To Be A Nurse

I Want To Be A Ball Player

Let's Go To A Post Office

I Want To Be A Mailman

The True Book Of Our Post Office and Its Helpers--Miner

Newspaper

Magazines

Tape recorder

Bulletin boards

Interview:

Parents

Local City Workers

School Personnel

Doctor

Nurse

Ball Player

(Continued)

GRADE 4

"WHAT WILL I BE"

(Continued)

Learning Activities	Resources & Materials
Hold a Career Education Day.	Films from Lorain Supplementary Educational Center
Have panels present information about various jobs.	A -380 "The Policeman" A -290 "The Policeman & His Jobs" A -350 "Our Post Office" A -133 "The Farmer" A -161 "The Fireman" AC-172 "The Food Store" BG-AW "Airplane Trip By Jet"
Show pictures, diagrams, etc., in addition to the class-prepared notebooks.	

GRADE 5

"GREEN PLANTS & CELLS"

Concept:	Work fulfills environmental needs.
Developmental Objective:	To develop an awareness of the various careers associated with green plants, their care and their study. Thus awareness is to be developed while studying the Science Unit on Green Plants & Cells. To provide some "hands-on" experiences demonstrating skills and abilities necessary to become a botanist.
Behavioral Objective:	The children will demonstrate, through discussion, a knowledge of careers connected with the growth of green plants. The children will keep notebooks relating to their individual investigations that demonstrate their knowledge of the subject.

Learning Activities	Resources & Materials
Open the world of plants to children by using bioscope showing slides on plant cells and parts. Discuss how slides are prepared and the career of a technician who prepared slides.	
Show films on cell division, plant growth, and adaptation.	Films: "The Cell, Structural Unit of Life" "Cells: A First Film" "Flowering Plants and Their Parts" "Carnivorous Plants"
Provide books for independent research.	
Each child is to plant seeds under different conditions and keep a notebook of the conditions, care, and growth. Discuss scientists, scientific method, notes, drawings, etc. Plant one seed in the dark, one without water, etc. Show films.	Films: "Growth of Plants" "How To Make Biological Drawings"

(Continued)

"GREEN PLANTS & CELLS"

(Continued)

Learning Activities	Resources & Materials

Demonstrate ATE and ADP with cardboard molecules.

Independent research investigations, using classroom scientific equipment. Enter in notebooks.

Game, "Ring Around The Nucleus." Children join hands, one child in center of ring as nucleus. Another child tries to "break through" cell wall as sugar, to be assimilated.

Role play:

Greenhouse attendant caring for plants.

Scientist trying to discover what is wrong with plants receiving proper and improper care.

Discuss careers in green plant field.

- Farmer
- Botanist
- Greenhouse Operator
- Floral Arranger
- Florist
- Scientists & Chemists in fertilizer synthesis
- Book publishing in field:
  - artist
  - author
- Hortaculturist
- Scientists
- Technicians

This may be developed further by going into animals and animal cells and the associated careers.

(Continued)

"GREEN PLANTS & CELLS"

(Continued)

Learning Activities	Resources & Materials
Children may make models of chickens in eggs in various stages, etc. Eggs may be hatched, but throughout, the children play the part of a scientist in investigation and record keeping.	

GRADE 4

"I AM IMPORTANT"

Concept:	An understanding and acceptance of self is important throughout life.
Developmental Objective:	To develop an awareness of and provide an opportunity to enhance the student's inner and outer self.
Behavioral Objective:	Students will demonstrate a greater awareness of self and better develop health habits.

Learning Activities	Resources & Materials
Record - movie - tape.	Brown or white wrapping paper
To be used as an introduction.	
Draw a life size picture of self: One side showing good health habits in regard to hair, teeth, skin, nails, and feet; the other side showing poor health habits.	Paint, chalk, crayons Colegate Kit (record, filmstrip, tablets to mark food particles on teeth
Discuss poem.	"Five Brushes"
Students will go home and find brushes mentioned. Bring in to class as many as possible. Discuss how to use each brush.	Films: Lorain Supplemental Center-- AC-701 You: Living Machine B-4 The Human Machine AC-694 Our Wonderful Ears AC-516 Our Wonderful Eyes AC-692 Our Wonderful Ears AC-814 Teeth Are To Keep A-71 Care Of Skin AC-174 Healthy Skin AC-69 Care Of Hair & Nails AC-638 Alexander Has A Good Day

(Continued)

GRADE 4

"I AM IMPORTANT"

(Continued)

Learning Activities

3 M Health Transparencies.

Invite other classes to see skits.

Discussion: Care of Ears:
How to detect problems with hearing.

Therapy.

Hearing tests.

Resources & Materials

Resource people:

School nurse
Optomotrist
Podiatrist
Barber or beautician
Cafeteria personnel
  Explanation of a good meal

Books:

[illegible]m, Herburt, Your Heart And How It Works

Hinshaw, Alice, Your Body And You

Sneider, Herman & Niva, How Your Body Works

Leaf, Neura, Health Can Be Fun

Seuss, Dr., The Foot Book

GRADE 5

"CIVIL WAR"

Concept:	Job characteristics and individuals must be flexible in a changing society.
Developmental Objective:	To develop an awareness of the evolution of industrial and professional occupations, using the study of the Civil War as a basis for comparison.
Behavioral Objective:	Given present day job descriptions, the child will be able to compare and contrast todays jobs with jobs of the past.

Learning Activities	Resources & Materials
I. Show film.	Film: "The Civil War, Its Backgrounds and Causes"
A. Discuss conditions of time, economic, industrial, emotional, etc.	
B. Discuss occupations, jobs, etc. What work was done, by whom, and how.	
C. Contrast life styles: 1. South VS North 2. Plantation Owner VS Slave	
II. Use fact sheet and discuss facts.	Fact sheet provided by U. S. Air Force
III. Independent research.	Library
A. Use famous people of the Civil War. Examples: Robert E. Lee, Abraham Lincoln, Gen. Sherman, Nat Turner, Harriet Tubman, John Brown, U. S. Grant, Joe Dixon. Children are to learn all they possibly can about each person, their role in the Civil War. After investigations, each is to be interviewed by a Civil War Reporter.	Readers Digest Skill Builders

(Continued)

"CIVIL WAR"

(Continued)

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Learning Activities	Resources & Materials

B. Investigate work performed by different types of people (services, goods, etc.) by slaves, independent craftsmen, plantation owners, overseers, etc. Also Northern Industrialists. Stress influence of the Industrial Revolution on attitudes towards slavery.

C. Report investigations to class.

IV. Games:

A. Jeopardy--using fact sheet and independent research information.

B. Match Game--match dates and events.

C. Map Game--battles of the Civil War.

D. Some children may dress as characters of the Civil War and tell about their work roles, while other children portray modern workers, and tell how and why their work roles have changed.

(Continued)

GRADE 5

"CIVIL WAR"

(Continued)

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Learning Activities	Resources & Materials
E. Video tape children role-playing a slave auction. Be sure to include some abolitionist activities.	Video-tape
V. General discussion and review of activities and presentations.	

GRADE 5

"MAP & GLOBE SKILLS"

Concept: Education and work are interrelated.

Developmental Objective: To develop an awareness of the relationship between map and globe skills and the world of work.

Behavioral Objective: The children will be able to cite three occupations in which map and globe skills play an important part.

Learning Activities	Resources & Materials
Play record or tape of Thor Heyerdahl's Kon-Tiki. Trace route of Kon-Tiki on map and globe. Discuss how map or globe is marked and why; how Heyerdahl theorized route of ancient migrations.	Record: "Kon-Tiki" by Thor Heyerdahl Maps Globes
Discuss how to determine "pathways" on globe.	Films: "Introducing Globes" "The Language of Maps"
Discuss how to determine "pathways" on map for planes, ships, and land vehicles.	Books: Maps: What Are They? What's A Map? Map (Latitude & Longitude) Time Zones & Climate McGraw Hill
Terminology: A. Latitude B. Longitude	
Use overhead and transparencies to help demonstrate how latitude and longitude help determine locations, continents, countries, cities, positions for planes or ships.	
Discuss direction. Go beyond N,S,E,W,--deciding if certain points are North or South, East, or West of each other. Use overhead and overlays of varying degrees of difficulty.	

(Continued)

GRADE 5

"MAP & GLOBE SKILLS"

(Continued)

Learning Activities	Resources & Materials
Discuss occupations which use map and globe skills. Example: Cartographer, geographer, navigator, pilot, archeologist, sailor, city planner, salesman, bus driver, truckers, police, fireman, etc.	Films: "Using Maps-Measuring Differences" "Maps and Their Uses"
Apply significance of skills to problem solving situations by playing games.	
Lost At Sea	
Using large models of continents or maps, given X location, groups must identify location in order to be rescued. First groups done can become Emergency Rescue Crews who must chart their routes from the Emergency Rescue Center to other ships in distress.	Books: Maps: Symbols & Terms McGraw Hill Maps: Town, Cities & Symbols Jam Handy
Transportation Race	
Captain of oil tanker, truck driver or bus driver, must pilot most economical route (fuel & time) to three or four different locations and back.	
Super Salesmen	
Using a highway map, children are to plot most effecient route to at least six different "sales areas." They must tell class, why particular route was chosen.	

GRADE 4

"STIMULANTS"

Concept: Good self concept is important for success in life. Individuals differ in how they feel about themselves.

Developmental Objective: To understand that individuals rely on different ways to achieve happiness, depending on what kind of a self concept they have.

Behavioral Objective: Student will demonstrate awareness of above concept by discussing the background and personality of individuals who become heavily involved with drinking (alcohol) and drugs.

Learning Activities	Resources & Materials
Class discussion of differing backgrounds of addicts and alcoholics and what they share in common.	Youth Service Institute Speaker: Dr. Zeck (drugs) Mr. Fletcher (alcohol) Filmstrips Books
Social reason for participating in these activities.	
Damage done to the:	Magazine articles
A. Body	Newspaper articles
B. Social relationships	Transparencies

GRADE 3

"WHAT'S MY LINE?"

Concept: Individuals differ in their interests, abilities, and values.

Developmental Objective: To affirm one's own interest development through meaningful work activities.

Behavioral Objective: Given a research assignment, the child will be able to cite and describe his interests to others.

Learning Activities

A panel group--research done independently and a panel to attempt questions which require a yes or no answer.

This would make others aware of jobs that they might not be aware of.

Example:

> Things child would need to find out about an occupation:
>
> Is there a special uniform?
>
> Is there any special training?
>
> Are tools required? If so, what kind?
>
> Is a product involved or is it a service?

Child might actually talk to person who has this occupation or read books or view filmstrips, etc.

Pictures can be drawn afterward.

Let the children plan, write, and produce a playlet.

List all the possible work to be involved.

Resources & Materials

Electronic Game: Compulearn CEP

SRA (Responding) Units B,C, & D.

Tape recorder

Video-tape

Books: I Want To Be Series

"MAYFLOWER VOYAGE"

Concept:	Work is man's way of creating, preserving, changing and/or rebuilding his environment.
Developmental Objective:	To develop an awareness of the conditions existing at the time of the Mayflower Voyage and the changes brought about by the work of the voyagers.
Behavioral Objective:	The children will demonstrate through class discussion and activity, a knowledge of the work performed by those on the Mayflower, and the changes this work brought about.

SUGGESTED METHOD FOR IMPLEMENTING THESE CAREER EDUCATION LESSONS

I. Modeling

   A. Develop a simulated environment.

   B. Create an awareness of the topic.

      1. Slides
      2. Books
      3. Records
      4. Pictures
      5. Discussion

   C. Each simulation episode is initiated by reinforcing the model.

   D. Hand out fact sheet.

II. Independent Research

   A. Art work

   B. Small group discussion

   C. Role playing

   D. Building projects

III. Activities

   A. Role playing

   B. Gaming

IV. Feed Back

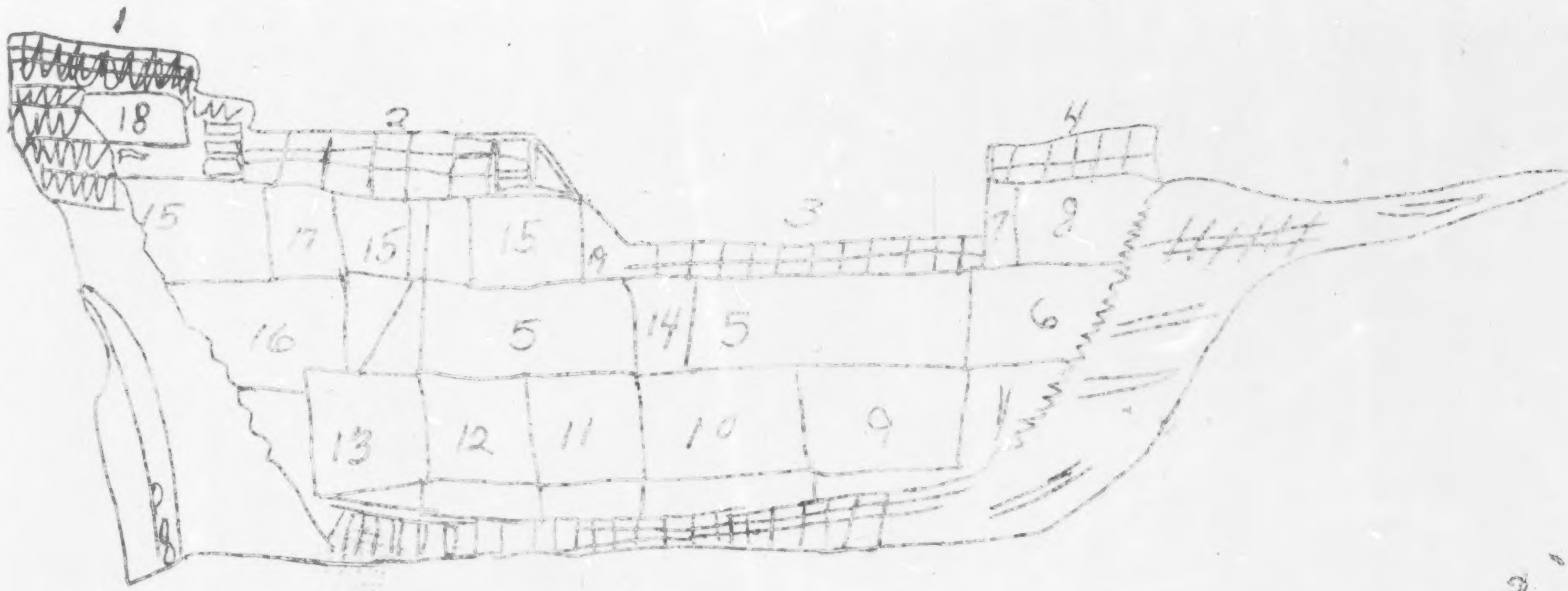
V. Summary

VI. Evaluation

SIMULATION: A LOG OF THE MAYFLOWER JOURNEY IS TO BE READ BY OR TO THE STUDENTS. PICTURES AND DIAGRAMS OF THE MAYFLOWER MAY BE USED.

LOG

September 16, 1620	Make sail for Virginia with 102 passengers and 28 crewmen.
September 20,	Crew member died of a dread disease. Buried at sea.
October	Month of high wind and gales. Main beam cracked. Fear ship not seaworthy. Much difference of opinion as to whether to return to Southampton or to continue. One of passengers had brought a long iron screw from Holland; which was used to repair main beam. Decks were caulked where necessary and it was decided to continue voyage.
November 7-17	William Buttlen, passenger, died and was buried at sea.
November 10-20	Land sighted. Determined to be Cape Cod. Steered south toward Hudson's River. Met dangerous shoals and turned back to Cape Cod.
November 11-21	Colonists dissatisfied. Some want to continue to Virginia Colony. Adult male passengers met in cabin to make master compact to govern colony.
November 29- December 9	Bad weather. Shore party found corn and beans buried by Indians and returned to ship with corn and beans to eat.
December 5-15	Boy passenger shot off a gun in hold and started a fire in the hold. Gun powder exploded, but fire was controlled.
December 10-20	At anchor in harbor. Exploring party still absent. There have been four more deaths this week.
December 24- January 4	Sixth death this month. Powers was buried on shore.
January 24-29	Rose Standish died. (Disappeared)
January 27- February 9	Still anchored. Death on shore increased. Many on board died also.
February 25-28	Fifty-third day ship at harbor. Planters lost seventeen this month.



1. Poop Deck
2. Quarter Deck
3. Upper Deck
4. Forecastle
5. Main Deck - The Pilgrims lived here with most of their possessions
6. Crews Quarters
7. Boatswain's Store
8. Galley
9. Main Hold - Contained cargo and supplies.
10. Cargo
11. General Stores
12. Barrels of Water
13. Temporary Cabin
15. Special Cabins
16. Tiller Room
17. Helmsroom - Ship was steered from here.
18. Captain's Cabin
19. Pens for Livestock

FACT SHEET

Mayflower - 90 feet long, 25 feet wide at broadest part.

102 passengers (31 were children)
Captain plus 28 crewmen.

The Mayflower sailed September 16, 1620.

There were not enough bunks for everyone, so the women put up as many hammocks as they could and made beds on the floor for the rest.

The passenger's were "crowded 'tween decks, there was scarcely room for a sigh to escape."

The main deck, which was open to the weather, was covered with a canvas to keep the salt spray from both the passengers and the cargo. The ship was still so leaky that streams of icy water kept pouring upon the pilgrims.

The women cooked on the open deck over a fire built in a box of sand. Wind and rain prevented cooking in this manner most of the time. Thus, the usual fare was cold biscuit, salted beef and beer.

RESOURCES

Pilgrim Courage; Smith E.
Little; 1962 974.4 S

Pilgrim Fathers; Dalglicah, Alice
Scribrer; 1954 394.2 D

Pilgrim Fathers; Hall, Elvajean
Rand McNally; 1962 973.2

Pilgrim Fathers; Hall-Quest, Olga W.
Dutton; 1946 973.2 H

Pilgrim Fathers; Wlisgard, Leonard
Doubleday; 1967 974.4 W

Pilgrim Fathers; Bulla, Clyde Robert
Crowell; 1956

Pilgrim Stories; Hall, Elvajean
Rand McNally; 1962

Mayflower (Ship); Hall-Quest, Olga W.
Dutton 1946

Encyclopedia

A Career Education Curriculum Workshop was conducted for the teachers in the Career Education Program in Lorain. The following units submitted were an outgrowth of the workshop.

WORKSHOP PARTICIPANTS

GRADE	NAME	SCHOOL
One	Dorothy Cyran	Washington
	Vivian Glorioso	Washington
	Margaret Hudak	Hawthorne-Boone
Two	Tonda Clay	Hawthorne-Boone
	Nancy McCollough	Garfield
	Darlene Pienta	Charleston
	Bonnie Ujhelyi	Washington
	Patricia Vaccaro	Charleston
Three	Brenda Driver	Washington
	Beverly Fleming	Hawthorne-Boone
	Jeanette Frederick	Garfield
	Mary Hammond	Washington
	Terri Krol	Charleston
	Darlene Werner	Garfield
Four	Barbara Goldman	Meister Road
	Don Pepe	Garfield
	Mary Skarupa	Washington
	Patricia Wolfe	Meister Road
	Maxine Deitch	Washington
	Carol Gates	Masson
	Adele Govoni	Meister Road
	Terrance Janik	Charleston
	Diane Starbuck	Garfield
Six	Barry Buck	Hawthorne-Boone
	Robert Ely	Washington

WORKSHOP PARTICIPANTS

(Continued)

GRADE	NAME	SCHOOL
Six	Kathryn Grego	Masson
	Nicholas Hayden	Garfield
	Clarence Orr	Hawthorne-Boone
	Gayle Pantin	Hawthorne-Boone
EMR	Chris Gaskins	Garfield
Intermediate Hearing Impaired	Elaine Breen	Masson
Learning Center Specialist	Judith Golobich	Charleston
Principals	Dr. Mayme DeGrace	Washington
	Mr. William Lute	Garfield
	Mr. Hugh Muir	Charleston

ACTIVITIES

GRADE 1

Make a drawing of a ship. Have children cut out people to place on ship.

Put children in a restricted area under a table. Let them sit for a while pretending that they are the Pilgrims on the ship in cramped quarters, no facilities, sick, etc.

*Take the children for a mile long hike. Discuss the miles the Pilgrims had to travel. Make a map on oilcloth and let the children plot the voyage.

Restrict an area in the classroom and tag objects (Desks for trees, balls for animals, etc.) Have the children pretend that they are the Pilgrims coming off the ship into this wilderness. What would they do first - build houses? search for food? Observe decision making processes of the children.

GRADE 2

"MAYFLOWER VOYAGE"

Concept:	Changes and conditions in the world affect careers.
Developmental Objective:	To develop an appreciation that work is a way of life.
Behavioral Objective:	Students will be able to relate life in the time of the Pilgrims with that of today. They will be able to name the career people needed on such a trip.

Learning Activities	Resources & Materials
Read the story of "The Mayflower and Pilgrims" to the class.	Mayflower - Hall-Quest; Olga W. Dutton; 1946

Discuss the work of each of the following:

Captain
Crew
Minister
Doctor
Sanitation people
Serving people
Seamstress
Custodian
Children
Teacher
Recreation director
Food supervisor
Maintenance men
Laundry facilities
Magistrate
Community planners

Decision making:

Set up conditions first.
Group 6-7 children to decide daily schedule, making following points:

A. Crises -weather, illness, death

B. Food

GRADE 3

"JOURNEY TO AMERICA"

Concept: Changes and conditions in the world affect careers.

Developmental Objective: To develop an appreciation that work is a way of life.

Behavioral Objective: Students will be able to cite examples of careers prevalent to the era of the "Journey to America" and compare them to careers of today.

Learning Activities	Resources & Materials
Read the story of the "Journey to America on the Mayflower to the students. Using the dictionary, the students will define the following words: shoals lawyer anchor compact harbor Show the class the picture of the Mayflower. Encourage discussion.	AC -48 Boats and Ships A -124 Discovery and Exploration B -293 The Pilgrims BC -538 Sails of Exploration Pilgrim Courage; Smith, E. Little 1962 Pilgrim Fathers; Weisgard, Leonard, Doubleday, 1967 Encyclopedia

ACTIVITY PREPARATION

A. Mark off area of approximate size of ship for comparison. (Map of ship)

B. Decide amount of space available to each person.

C. Make value judgements on what they would take. Have containers of approximate size available.

D. Compare with what Pilgrims would take.

E. Prepare and sample food. Decide what and approximate amounts to be taken.

F. Discuss food groups missing and resultant diseases.

Weather condition and ship conditions:

A. Role play those who want to continue and those who want to stay.

B. Try to convince other groups.

Social, political, religious conditions:

A. Necessary jobs and workers on ship.

B. Conditions of ship and size.

C. Role play jobs each would do.

Conditions after landing:

A. Make model of terrain and area, using maps and books.

B. Groups to decide best area to begin settlement.

C. Set up Indian settlement.

D. Role play Indian values and ideas vs. settlers.

E. Discuss reasons for conflict.

Other activities:

A. Considering size and conditions of Mayflower, what would you do to pass time?

B. Make up games and activities. (children to do this)

C. Decide what kinds of crops Pilgrims would grow, tools they would use.

D. Raise some of these crops.

(Continued)

E. Math skills.

1. Time line.
2. Distance.
3. How far could they travel in a day?
4. How long would it take?
5. Plan amount of food to take and use.
6. Metric system - measuring amount of space per person on the Mayflower.

GRADE 3

EVALUATION

THE MAYFLOWER

(Journey to America)

The information was read to the class by teacher. Students looked up definitions of unfamiliar words and discussed their meanings:

1. shoals
2. compact
3. lawyer
4. harbor
5. anchor, etc.

A picture of the Mayflower was used during the discussions. Each student was asked to assume the role of the Pilgrims. He was to represent his family and make decisions for the safety and survival of each family member.

Our discussions included:

1. Amount of space available to each family--students decided that each family should have approximately seven feet.

2. What each person should take--students made a long list of various items. Later we played a value judgment game called the "Suitcase Strategy." Each person was limited to only five items. The most valuable things to them included:

   a. medicine
   b. clothing (students had difficulty with the approximate amount of each item)
   c. money
   d. food
   e. materials (for making own clothing)

3. Why Pilgrims wanted to come to America--(briefly)

   a. religious reasons
   b. political hardships, etc.
   c. weather

   Students thought Pilgrims expected America to be a land of nice weather and a good place to live, but they found cold, damp, and freezing weather instead. Each student told how he would probably react to these conditions.

EVALUATION

THE MAYFLOWER

(Journey to America)

(Continued)

4. Survival. The quality of shelter was poor. Many people died. Food. The Pilgrims had to learn how to plant and grow certain crops. Students made a list of certain foods they would probably bring with them. They discussed the approximate amount. They also discussed the kinds of foods and what would probably spoil.

5. Jobs. Students made a list of various jobs available on the Mayflower. They are making plans to role play jobs.

6. Games. Each student drew a picture of a game that he would probably bring with him. It was decided that each child would teach his game to the class at a later time.

** Two students took notes during discussions and assisted in giving feed-back information.

GRADE 4

CONSTRUCTION OF TOOLS OF NAVIGATION

MODEL OF SHIP

I. Compass - directions
Weather - gales
Parts of boat
Astronomy - charts - stars

II. Role play - Indians - Pilgrims -
Landing - and conditions of survival

III. Dread Disease
Hypothetical situation
    If it were__________ what would have happened?

IV. Reasons for Journey
Pay
Freedom
Religious Persecution

V. Food
Preservation of food
    Actual preparation of food
Table set

VI. Metric System - measuring amount of space per person

VII. Dangers at Sea
Using five senses - recording of storm

VIII. Diary of particular person

IX. Scroll Writing - script - apply it to writing the log on parchment paper

X. Skills have to learn
Carpentry
Farming
Hunting - fishing

XI. Film Making - different versions of trip

1. View point of:

    Pilgrims
    Sailors
    Criminals

GRADE 5

ACTIVITIES

HEALTH

1. Plan a trip by ship
    - A. Food planning
    - B. Ship building - construct a ship - trips: Coast Guards and American Ship Building
    - C. Choose leaders - government - city hall--who would you take; what would you take
    - D. Clothing - make a dress

2. Slides

3. Video-tape play / narration

4. Set up weather station
    - A. Map skills--find a map that they would have used

5. Problem solving

6. Nutrition
    - A. Health Museum
    - B. Rat experiment
    - C. Prepare a meal - like one served on board

7. Newspaper
    - A. Accounts
    - B. Headlines
    - C. Write a business letter asking for information from Plymouth

8. Write a log

9. Settlement

10. Government - role-playing - on land

11. Bulletin boards

12. Sea terms - relate to reading

LANDING

1. Meeting the Indians
    - A. Simulation meeting between a group that was already settled and a group that just arrives
    - B. Visit Indian Ridge Museum

2. Bartering

GRADE 6

"PILGRIM VOYAGE"

Small group of six students each

1. Draw tape outline of ship
2. Select captain
    - A. Inform him of ship's condition
3. Convince student that ship is real!
    - A. Simulate waves, winds, noise
4. Captain is aware of cracked main beam
5. Develop trouble symptoms - threatening conditions
6. Conditions fact sheet:
    - A. Set time limit--catastrophe strikes
    - B. Captain knows of screw but can't tell. However, he can answer questions from passengers and crew.
    - C. Tar, pitch - noval stores. Ship could be leaking from old caulking - opening seams.
    - D. Loss of steerage
    - E. Difficulty with sails
    - F. Food contamination
    - G. Raging fever among passengers
    - H. Pirates
    - I. Personal disagreements

GRADE 6

"MAYFLOWER VOYAGE PLAY"

Setting - Boat

Assign roles and responsibilities

Set conditions - role-play

Announce weather conditions

I. Normal day

II. Rumor - ship is in danger

III. Captain is checking damage

IV. Captain tells people only what they can handle - solve problem before it happens

V. Violent reaction by passengers - panic

VI. Meeting on how to solve danger situation!!

Crew chosen by Captain to keep people away from danger area

VII. People and Captain suggest ways to make boat safer:

A. Lighten boat

B. Move weight from weak spot

C. Strengthen weak area - eventually screw to fix crack

D. Health and social problems that will be created because of the dangerous situation

E. Committee set-up to create ways to help situation

F. Religious aspect- faith will see us through

G. Play ends - with this situation

(Ending may be when a new problem starts)

GRADE 6

If ________________ then

Against Gulf Stream current, takes longer from Great Britain to America.

If ________________ then

Traveled different season of year (summer or spring) journey easier in weather, clothing, sunshine (no lack of Vitamin D) fruit, landing, could grow and not such adverse weather conditions.

Debate--Indians vs Settlers or trial with Judge and Jury

Make Indians and Settlers two groups which make own version of the situation on filmstrips. (objectives, backgrounds, etc.) Isolate two groups and discuss differences of groups story according to each.